DOCUMENT RESUME

ED 287 070 CE 048 620

AUTHOR	Napier, Deedee
TITLE	Work Attitudes and Human Relations in Business. Instructor's Guide.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	Apr 87
NOTE	172p.; Bulk of document is printed on colored paper.
AVAILABLE FROM	Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. BOE-4-I).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Business Skills; Computer Assisted Instruction; Cooperative Education; Course Content; Educational Resources; Efficiency; Employee Attitudes; *Employment Potential; Entry Workers; Ethics; *Job Skills; Learning Activities; *Office Occupations Education; Productivity; Safety; Secondary Education; *Self Concept; Self Control; Skill Development; *Work Attitudes

ABSTRACT

This curriculum guide has been developed for the purpose of providing educators with current, meaningful instructional materials to guide students' personal discovery and development of affective skills vital to both work and life success. Case studies, role-playing situations, student activities, and other resource materials, as well as information on audiovisual resources and computer-assisted instruction are included. The curriculum guide is divided into four units: attitudes, ethics, safety, and the work future; getting to know yourself; self-management skills; and efficiency for greater productivity. The units contain objectives, suggested activities, resources, notes to the teacher, information sheets transparency masters, assignment sheets with answers, and tests with answers. The curriculum guide is designed to provide instruction and activities to encourage and reinforce the development of personal skills in entry-level business and office employees. The guide could be used as part of a business and office block-class and in other secondary, postsecondary, and adult programs. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287070

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

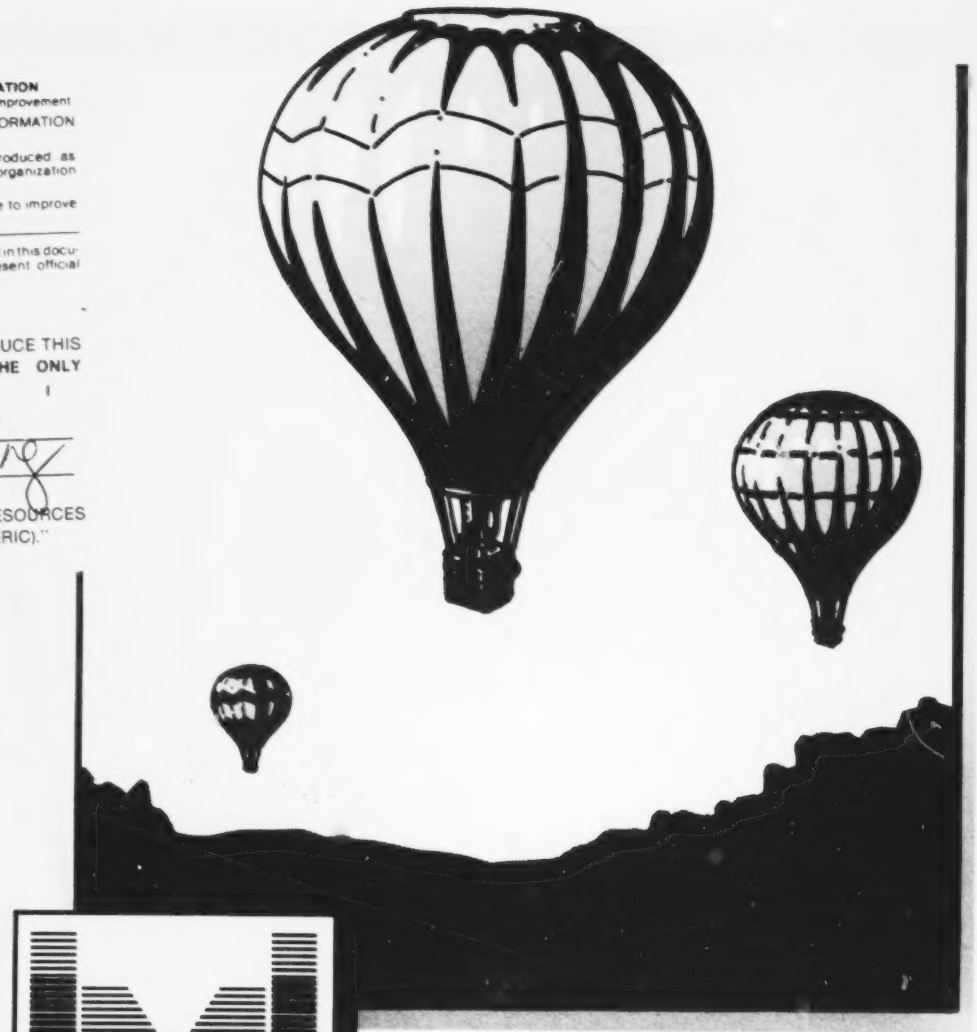
H Schlichting

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

M08713301

BOE-4-I

INSTRUCTOR'S GUIDE



Work Attitudes and Human Relations in Business

CE034820

BEST COPY AVAILABLE

INSTRUCTOR'S GUIDE

WORK ATTITUDES AND HUMAN RELATIONS IN BUSINESS

By Deedee Napier

Produced by the Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, Missouri

Catalog Number BOE-4-I
April 1987

C The Curators of the University of Missouri
1987
All Rights Reserved

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred.

FOREWORD

The development of positive work attitudes and constructive human relations skills is recognized as a high priority by today's employers. Vocational educators are finding that such affective competencies as confidence, perseverance, reliability, tact, loyalty, enthusiasm, cooperation, adaptability, and safety consciousness, need to be addressed in order for students to obtain and maintain employment. This curriculum guide, Work Attitudes and Human Relations in Business, has been developed for the purpose of providing educators with current, meaningful instructional materials to guide students' personal discovery and development of affective skills vital to both work and life success. Case studies, role-playing situations, student activities, and other resource materials, as well as information on audio-visual resources and computer-assisted instruction are included.

Work Attitudes and Human Relations in Business is divided into four units: Attitudes, Ethics, Safety, and the Work Future; Getting to Know Yourself; Self-Management Skills; and Efficiency for Greater Productivity. This curriculum guide is designed to provide instruction and activities to encourage and reinforce the development of personal skills in entry-level business and office employees. The guide could be utilized as part of a business and office block-class and in other secondary, post-secondary, and adult programs.

ACKNOWLEDGMENTS

Appreciation is extended to those individuals who contributed their time and talents to the development of this curriculum guide.

Special Assistance

Charles A. Newman, Director
Business and Office Education
Department of Elementary and Secondary Education
Jefferson City, MO 65102

Lonnie J. Echternacht
Associate Professor
Practical Arts and Vocational Technical Education

Writer

Deedee Napier

Advisory Committee

Donald Calame
Jacqueline Coleman
Betty Huggins
Robert Schwindt
Ronald Short

Technical Assistance

Instructional Materials Laboratory Staff
Harley Schlichting, Ph.D., Director
Amon Herd, Associate Director
Phyllis Miller, Assistant Director
Dan Stapleton, Assistant Director
Paul Hughes, Graphic Artist II
Steve Liewer, Editor
Shelly Chism, Word Processor II

Technical Assistance Available from the:

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

TABLE OF CONTENTS

Foreword i
Acknowledgements iii

UNIT I - ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE 1
Unit Notes to the Teacher 9

Transparency Masters
TM 1: Worker's Ethic Report Card 17
TM 2: Workers of America - I Pledge 19
TM 3: Mirror, Mirror on the Wall 21
TM 4: Warning: Work May Be Hazardous to Your Health 23
TM 5: There Needs to Be a Balance for Productivity 25
TM 6: I See for the Future 27

Assignment Sheets
AS 1: Identifying Positive Work Attitudes 29
AS 2: "Who Me?" (Ethical Situations) 31
AS 3: Attitudes for Job Situations 35
AS 4: Role Playing Worker Attitude Adaptations .. 39
AS 5: Safety Hazards Awareness 43

UNIT II - GETTING TO KNOW YOURSELF! 59
Unit Notes to the Teacher 67

Transparency Masters
TM 1: You Are 75
TM 2: My Values 77
TM 3: The Best Goals Are 79
TM 4: How Do <u>You</u> Communicate? 81
TM 5: Remember this Formula: L.S.\M.F.T. 83
TM 6: What's "Blocking" You? 85
TM 7: Appropriate Dress 87
TM 8: Blouses for Business 89
TM 9: Dress Appropriate to Occupation 91

Assignment Sheets
AS 1: Self-Awareness Task 93
AS 2: Individual Traits 95
AS 3: What Are Your Work Preferences? 97
AS 4: Building a Pyramid of Personal Values 99
AS 5: A Wish List and a Roadmap for Goal-Setting 103
AS 6: Discovering How Moody You Are 107
AS 7: Charting Your Mood Cycles 111
AS 8: You Are What You Think: Developing a Success Mentality 113
AS 9: Case Studies on Assertiveness 115
AS 10: Appropriate Dress 119

UNIT III - SELF-MANAGEMENT SKILLS 129
Unit Notes to the Teacher 135

Transparency Masters
TM 1: Success Medals 145
TM 2: Got a Problem? 147
TM 3: Left Hemisphere 149
TM 4: Right Hemisphere 151

Assignment Sheets
AS 1: Is It a "Want" or a "Need"? 153
AS 2: Writing an Advice Column 155
AS 3: How Do You Deal with Conflict? 157
AS 4: Are You Left- or Right-Brained? 161

UNIT IV - EFFICIENCY FOR GREATER PRODUCTIVITY 173
Unit Notes to the Teacher 177

Transparency Masters
TM 1: Thinking about Time 185
TM 2: Profile of a Time Waster 187
TM 3: Life is Very TIME Consuming 189
TM 4: Your ENERGY Time Gears 191

Assignment Sheets
AS 1: Construct a TO DO List 193
AS 2: Delegating and Assigning Priorities 197
AS 3: Perform Time and Motion Study 201
AS 4: Using a Time/Energy Graph 203

TO HELP YOU USE THIS GUIDE

COMPETENCY-BASED INSTRUCTION

Business education instructors have used comprehensive student measurement criteria for many years, particularly in those courses that include psychomotor skills such as typewriting, shorthand, and clerical/secretarial offerings. Grades in those courses are based primarily on production ability. Students with the higher rates of production receive the higher grades. And all students are evaluated on established standards rather than on comparisons with the progress made by other students.

Competency-based instruction has become a part of the vocabulary of the educational community. Competencies and criterion-referenced measures have come into widespread use as most states have mandated minimum competency programs. While the use of competence to measure achievement is not new in education, the recent emphasis on accountability has put the spotlight on competency-based instruction.

Any program of minimum competencies should not be so broad that instructors feel that the preparation for the competencies is an overwhelming task or that many students feel it is not possible to achieve the competencies and thus lack the drive to achieve them. A great deal of planning will be required by business educators to assure the relevancy of course content with actual job profiles and consumer needs. New comprehensive recordkeeping systems that will provide more detailed data to parents, students, and businesspersons concerning pupil achievements will also be required as competency-based instructional systems are initiated. Educators are rapidly determining that they must rely upon automated electronic recordkeeping systems if adequate information for effective instruction is to be available.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. there are three basic steps for implementing the system: (1) Identify your occupational program goals; (2) Prepare a job analysis or occupational task list; and (3) Write performance objectives based on the occupational task list. By following these procedures, specific employability skills and work values that should be included in the instructional program are assured. This VIMS process was utilized in the development of this curriculum guide.

Competencies are stated prior to instruction and the student knows what the basis for evaluation will be. Each student is thus held responsible for mastering the competencies. The basis for grading is attainment of competencies rather than measurement against other students.

The suggested performance objectives for each unit listed in this publication are written to include three components: (1) a condition statement, (2) a performance statement, and (3) standards. The objectives indicate the percent of accurate

answers/items that should be completed. Some of the statements may require a higher degree of accuracy than previously required in a classroom setting, but today's businesspersons need employees who are productive and who prepare highly accurate work. Time in the business world equates cost. Students should be taught that increased production is a key factor in the American business world and unless business institutions can compete in changing economic environments and an international market, they will not survive.

Competency-based instruction lends itself to a satisfactory-unsatisfactory grading system. However, the majority of our school systems require letter grades. Since parents seem reluctant to accept anything less than evaluation based on a grading system, and since employers ask the school to differentiate prospective employees on some type of grading scale, attention must be given to some means of assigning grades.

It is recommended that most of suggested standards in this publication be accepted as minimum qualification, and as such they should be considered in the grading process as a C letter or average grade. Those students who do not meet the established minimums should be given remedial learning activities to assist them in achieving the stated goals. Students who complete the tasks with greater accuracy should be given an A or B letter or above average grade.

Another factor to consider in the grading process is the number of competencies completed by the student. Most instructors in our state are assigned pupils for designated periods of time. Therefore, it may be necessary to establish a contractual agreement with each student about the number of competencies that will be mastered for each grading period. The overall grade should reflect the quality and quantity of work completed.

Competency-based instruction offers several decided advantages over other types of educational systems. As reflected in this publication, it describes the outcomes of programs, uses criterion-referenced measures based on clearly stated objectives, provides a sound basis for communicating with the business community, and enables students to move more rapidly in their instructional program while achieving their career goals.

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

UNIT OBJECTIVE

Upon completion of this unit, the student will have an awareness of what comprises a positive work attitude, a strong work ethic code, and a philosophical respect for safety that will be demonstrated by appropriate work-related behaviors.

SPECIFIC OBJECTIVES

Upon completion of this unit, the student will:

1. Given information presented by the teacher, define terms associated with work ethics and professionalism by attaining 85 percent accuracy on the Unit Test.

2. Given information presented by the teacher, list nine work behaviors and personal characteristics (as identified on the Information Sheet) that help employees maintain productivity and employment by attaining 85 percent accuracy on the Unit Test.

3. Given information presented by the teacher, make decisions based on a personal ethical code of conduct by participating in an activity related to Assignment Sheets 2 and 3 to the satisfaction of the teacher.

4. Given information presented by the teacher, state the rationale for safety rules on-the-job by attaining 85 percent accuracy on the Unit Test.

5. Given information presented by the teacher and provided on Transparency Master 5, list worker needs and company needs that must be balanced and satisfied to insure high productivity by attaining 85 percent accuracy on the Unit Test.

6. Given information presented by the teacher, describe work relationship situations that affect attitude, morale, and productivity by attaining 85 percent accuracy on the Unit Test.

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

A. Read "Unit Notes to the Teacher."

B. Provide students with objective sheet (see preceding page).

C. Provide students with information sheets and assignment sheets.

D. Make transparencies.

E. Discuss objectives.

F. Discuss information sheets, assignment sheets, and topics in content outline.

G. Give test.

II. Student:

A. Read objective sheet.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective Sheet

B. Information Sheets

1. Terms
2. Content topic outline

C. Transparency Masters

1. TM #1--Worker's Ethic Report Card
2. TM #2--Workers of America - I Pledge...
3. TM #3--Mirror, Mirror on the Wall...
4. TM #4--Warning: Work May Be Hazardous to Your Health
5. TM #5--There Needs to Be a Balance for Productivity
6. TM #6--I See for the Future...

D. Assignment Sheets

1. Assignment Sheet #1--Identifying Positive Work Attitudes
2. Assignment Sheet #2--"Who Me?" (Ethical Situations)
3. Assignment Sheet #3--Attitudes for Job Situations
4. Assignment Sheet #4--Role Playing Worker Attitude Adaptations
5. Assignment Sheet #5--Safety Hazards Awareness

E. Answers to Assignment Sheets

F. Test

G. Answers to Test

II. References

A. Books

1. Daggatt, Willard R. The Dynamics of Work. Cincinnati, OH: South-Western Publishing Co., 1984.

2. Goock, Bill S., Lois Carrier and John Huck. Work: Pathway to Independence. Chicago: American Technical Society, 1979.

3. Gray, Jerry L. and Frederick A. Starke. Organizational Behavior: Concepts and Applications. Columbus, OH: Charles E. Merrill Publishing Co., 1984.

4. Hill, Ivan. The Ethical Basis of Economic Freedom. Chapel Hill, NC: American Viewpoint, Inc., 1976.

5. Romness, Kirsten and Charlotte Carr. The Business of Living. Cincinnati, OH: South-Western Publishing Co., 1986.

6. Williams, Charles F., Kamiran S. Badrkhan and Willard R. Daggett. Technology for Tomorrow. Cincinnati, OH: South-Western Publishing Co., 1985.

B. Curriculum Guides

1. Exploring Careers In Business. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1987.

2. Safety and Health (Establishing a Company Safety and Health Program: Module SH-49). Waco, TX: Center for Occupational Research and Development, 1981.

3. Safety and Health for Business and Office Education (an Instructor Resource Guide). Waco, TX: Center for Occupational Research and Development, 1981.

4. VICA Leadership Guide. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1987.

C. Audio-visual Resources

1. Business of America. Joint Council on Economic Education. (20 minutes)
Explains the four major forms of business organizations: sole proprietorship, partnership, corporation, and cooperative.

2. Safety: It's Your Responsibility. South-Western Publishing Co., Cincinnati, OH, 1985. (Facilitator's Guide and 16 mm, VHS, or U-Matic video)

3. What is Business?. Available from the University of Illinois Audio-Visual Service, Urbana, IL. Film number 04123. (35mm, 10 minutes)
Shows factors common to businesses of all sizes and types, as well as the decisions to be made. An individually owned leather shop and a large company are compared as to investments, labor, product quality, advertising, and overhead.

4. You and Your Job: Part of the Team. Coronet Instructional Media, Chicago. (filmstrip, 10 minutes)
Whether in an airport, a factory, a hotel kitchen--people work together as team

members, helping one another and with each person doing his or her own job correctly. The importance of following company rules and cooperating with other people in work situations is emphasized.

E. Kits and Games

1. Creating A Workable Company Code of Ethics: a kit. Washington: Ethics Resource Center.

2. Lafferty, J. Clayton and Patrick M. Eady. The Desert Survival Problem, Experiential Learning Methods, Plymouth, MI, 1973.
This group activity consists of an actual survival problem, based on over 2,000 cases in which people lived or died depending on the decisions they made. In this consensus-seeking exercise participants compare their individual decisions with decisions they make as a group. This activity could be used to demonstrate the advantages of people working in groups rather than working individually.

3. Nemiroff, Paul and William A. Pasmore. "Lost at Sea: A Consensus-Seeking Task." John E. Jones and J. William Pfeiffer (Eds.), Annual Handbook for Group Facilitators. La Jolla, CA: University Associates Publishers, Inc., 1975, pp. 28-34.
This group activity demonstrates how working as a group can have advantages over working as individuals. Guidelines for seeking consensus in a group are introduced to help members work effectively together.

F. Computer Assisted Instruction

1. Job Attitudes: Assessment and Improvement. Chatsworth, CA: Career Aids, Inc. (1 disk, 1 back-up disk, and instructional guide)
This program stresses the importance of understanding and developing attitudes necessary for success in the workplace. The desirable attitudes, motivation, cooperation, responsibility, and confidence, are interactively presented. Examples used are ideal for students preparing themselves for today's job market. Pre- and post-tests of the student's job-related attitudes are included (1 disk, 1 back-up disk, and instructional guide).

2. Positive Attitudes Toward Work. Chatsworth, CA: Career Aids, Inc. (1 Disk, 2 Copies of Your Attitude Make a Difference; for Apple, IBMpc and TRS-80 microcomputers)
This computer program shows how a positive attitude and self-concept can help your students find a job and succeed on the job. Students examine how values and attitudes affect the way people work and how positive attitudes can help them make decisions on the job that will help them succeed.

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

UNIT NOTES TO THE TEACHER

Throughout this guide you will find notes to the teacher at the beginning of the assignment sheets. These notes will usually give additional suggestions for class activities and/or more detailed directions to accompany assignments and production jobs. A particularly challenging or easy activity will also be noted. However, it should be stressed that these notes are in no way intended to tell the instructor "how to teach" but are merely offered as helpful hints from those who have worked through this course guide.

For years many professions and trade associations have had codes of ethics. Ethical behavior and positive work attitudes have been a continuing concern for educators and management in corporate America. Recently, this area has gained renewed attention when research discovered that poor ethical conduct and bad work attitudes were the major reasons new employees were fired. As vocational educators, we are finding that these affective competencies need to be effectively addressed in order for our students to obtain and maintain employment.

In this unit, teaching ethics and positive work attitudes will begin on an individual behavior-based awareness level. Then, the content will branch out to include demonstration of a good work attitudes in adherence to a company's safety procedures; and how the ethics code will be involved in decision-making applications relating to honesty and loyalty.

ASSIGNMENT SHEET #1: This might be a good opportunity to show students examples of actual performance evaluations used by companies to stress the fact that the same positive work attitude behaviors introduced in this unit are also used in the real work world to evaluate employees and to determine job promotion or termination.

ASSIGNMENT SHEET #2: Who, me? Depending on the general composition of your community and school district policy, additional situations for discussions on ethical codes could be developed to include a) rights and protection factors involved in required drug/alcohol testing for employment, b) "forced" union membership in closed-shop businesses, and c) confidentiality of information appearing on a CRT or microcomputer monitor.

ASSIGNMENT SHEET #3: Help the student direct personal sets of values, work ethic codes, and positive work attitudes to an exploration of how these things affect consequential behaviors and the impact of alternative actions.

ASSIGNMENT SHEET #4: In the skit-to-role-play exercise the character Pay may be male or female.

ASSIGNMENT SHEET #5: Try to guide the students that hold part-time jobs to include specific equipment they use on their jobs for the last two additions to the list. A class discussion might also cover the question "Why should workers be required to wear goggles, hard hats or gloves when performing some types of jobs?" Pros and cons of this issue could be listed on the chalkboard to summarize the discussion highlights.

Transparency Master #6: For each forecast seen in the crystal ball, the question might be asked, "If this does happen, how can workers cope? Where can they go for support and help?" Data for answers might come from government agencies helping dislocated workers, continuing education and trade school classes for re-training, support groups or seminars for stress, life transition, and change adaptability skills.

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

INFORMATION SHEET

I. Terms and Definitions

A. Accident--An incident that hinders normal work production.

B. Economic enterprise--An organization that undertakes in an ambitious and energetic way to produce goods or services that result in opportunity, flexibility, freedom of choice, and mobility for a nation's workers.

C. Ethics--A personal set of beliefs and codes of conduct that are reflected in standards that measure right and wrong behaviors.

D. High-tech--The application of scientific principles to highly automated or computerized functions to meet the demands of society.

E. Initiative--Willingness to begin or follow through on a plan or task in a self-directed manner.

F. Merger--The takeover or buy-out, or absorption of two or more organizations to combine them into one business unit.

G. OSHA--An act passed by Congress in 1970 called the Williams-Steiger Occupations Safety and Health Act; assured every working man and woman in the nation safe and healthful working conditions and preserve human resources. OSHA inspectors visit businesses to make certain this safety law is being kept.

H. Peers--People (fellow workers, brothers/sisters, friends) who are of equal "status" or ranked level in a group or organization.

I. Robotics--Machines that are self-operated and controlled electronically to perform a predetermined task for production of goods.

		Related Materials
II.	Good work attitudes enable you to KEEP a job after you have been hired.	
	A. Getting a job requires training in the right skills and related educational coursework.	
	B. Past work experience often helps offset lack of formal education (and vice-versa).	
	C. Keeping a job requires positive work attitudes, such as:	AS #1
	1. Dependability and reliability	
	2. Initiative and effort	
	3. Enthusiasm and interest	
	4. Respect for safety procedures	
	5. Efficiency and wise management of time and resources	TM #1
III.	A worker with a strong work ethic will be more productive and successful and will:	AS #2 AS #3
	A. Develop economic enterprise and in turn help America successfully compete with foreign markets (products and labor costs)	
	B. Strive to provide a productive day's labor for a fair wage paid in return	TM #2
	C. Show loyalty to his/her employer and company	
	D. Try to perform job tasks in a superior manner and take pride in what is accomplished	
	E. Exhibit honesty at all levels	
	F. Accept responsibility for the consequences of individual behavior	
	G. Act in a professional and moral manner	TM #3

Related Materials

IV. Relationships with fellow workers and employers will have an affect on attitudes, morale, and productivity on the job. AS #4

A. A certain amount of teasing and psychological "testing" is normal for new or younger workers.

1. Practical jokes played on a new employee as a form of "initiation" as a worker

2. One worker "trying out" another because of prejudices or envy

B. Peer pressures and strained working relationships often cause individual workers to re-assess personal codes of ethics.

1. Co-workers pressuring one to "bend the rules"

2. Older workers not sharing information with younger workers

3. Experienced workers purposely giving wrong information to new employees

C. Discrimination and sexual harrassment are serious forms of "testing" and should be documented and reported to the proper authorities.

1. Unprofessional behavior that is too casual or "friendly" for the work place could be considered a mild form of sexual harrassment.

2. A promise of certain actions at work being taken in return for sexual "favors" granted is a more serious form of sexual harrassment.

V. Good employees believe they have a duty to follow all safety rules and regulations and maintain an accident-free work environment.

A. They realize that safety in work production results in higher productivity and profits.

B. They cooperate in following safety procedures and assist others in this endeavor.

Related Materials

C. They report any infractions of company safety rules or OSHA regulations.

D. There are several major advantages to both the organization and individual worker when sound safety practices are established and followed to prevent job-related accidents: AS #5

1. Production is more efficient without time and resources lost through down time resulting from accidents.

2. There are no financial losses to the company or employee because of insurance claims, medical bills, lawsuits, or other worker compensations.

3. A worker's need for a safe workplace is met when accidents are prevented.

4. Workers do not lose work days or suffer loss of pay when they remain healthy and accident free, and can continue to produce work.

5. Workers must follow safety practices on the job not only for their own personal safety, but for the safety of their coworkers as well.

E. OSHA has helped to reduce workplace hazards and improved safety and health procedures through on-site inspections and mandatory safety standards for manufacturing. TM #4

F. The future for the American worker will see greater emphasis on training employees in safety techniques for more accident-free work years.

VI. The future world of work will include rapidly changing technologies and work environments.

A. Larger numbers of workers will be employed in service-oriented fields than in manufacturing industries.

B. There will be trends to balance the needs of the organization (those of management with the rights of individual workers). TM #5

Related Materials

C. In the future, the American worker will need to adapt and cope with many changes, such as:

1. Increased use of high-tech automation with resulting needs to upgrade skills or be displaced — TM #6

   a. More office tasks will be input on computers.

   b. Due to high-tech advances, codes of conduct are evolving regarding:
      (1) Computer software piracy
      (2) Screen content confidentiality

   c. Manufacturing of goods will be accomplished increasingly through the use of robotics.

2. Less personal contact with others due to expansion of organizational size and larger buildings/plants

3. More company mergers that could affect job security and management style

4. Shorter work weeks and more flexible working hours that will provide more leisure time and worker-oriented schedules

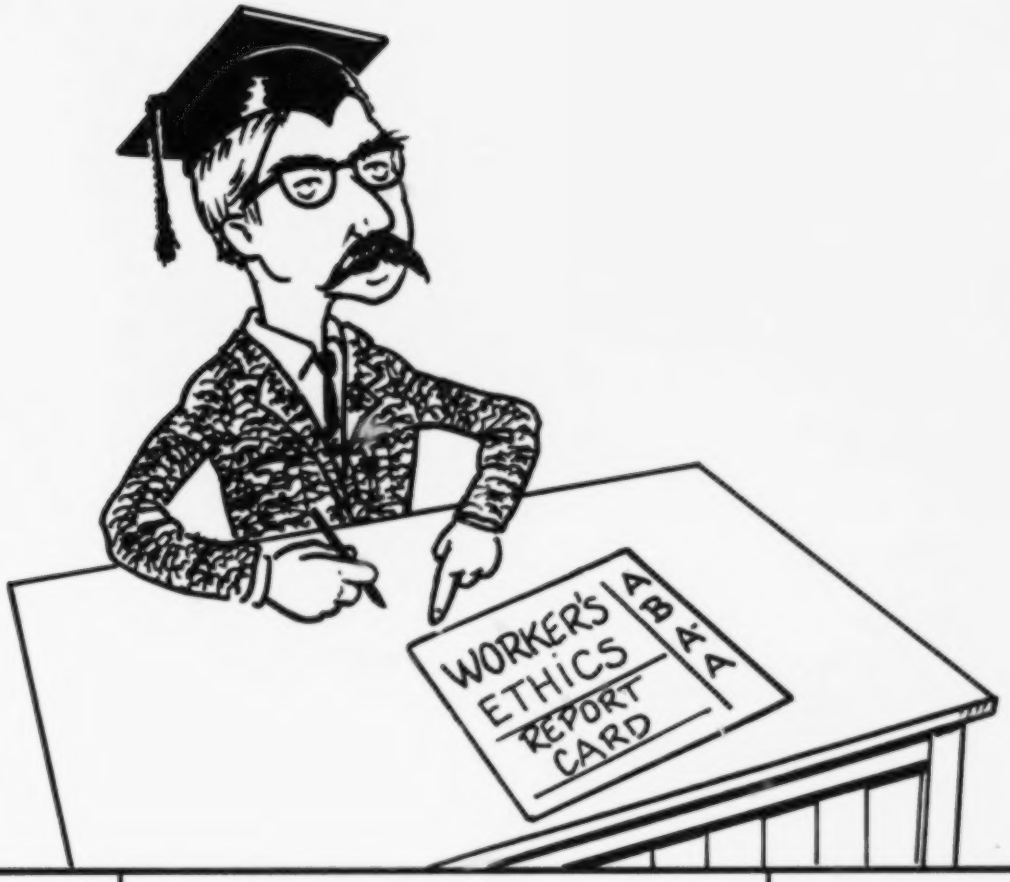
5. Greater competition in getting and keeping jobs

   a. Higher technical skill levels or production speeds required for entry-level jobs

   b. Greater worker mobility and willingness to re-locate to a different company or town

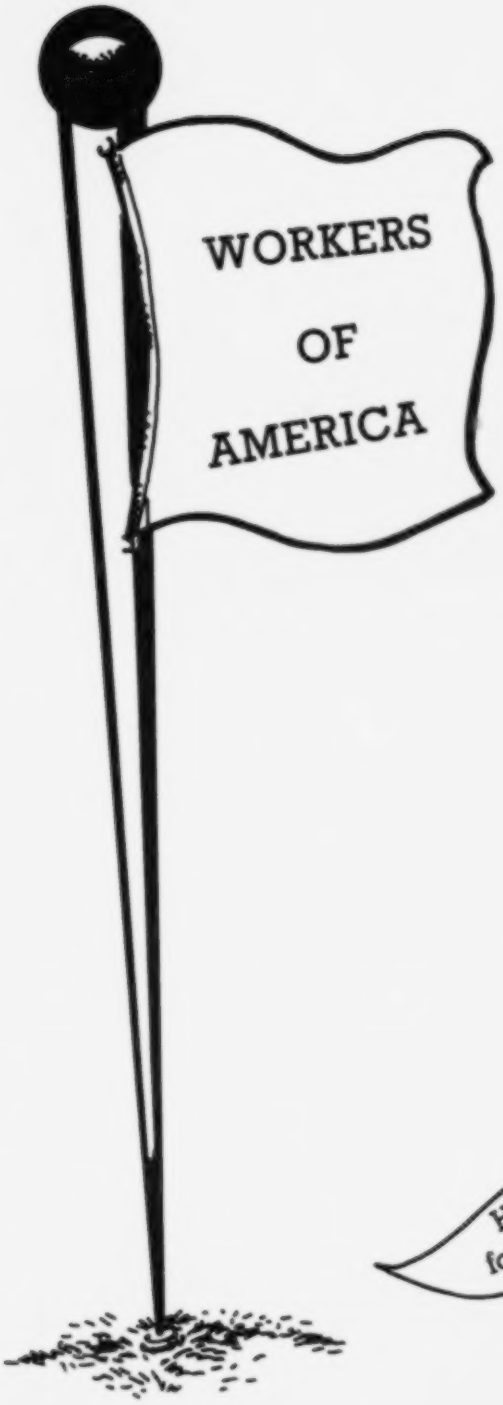
   c. More people in the work force and more people applying for the same job

Worker's Ethics Report Card



Are you -

loyal?
honest?
responsible?
proud?
professional?



I pledge...

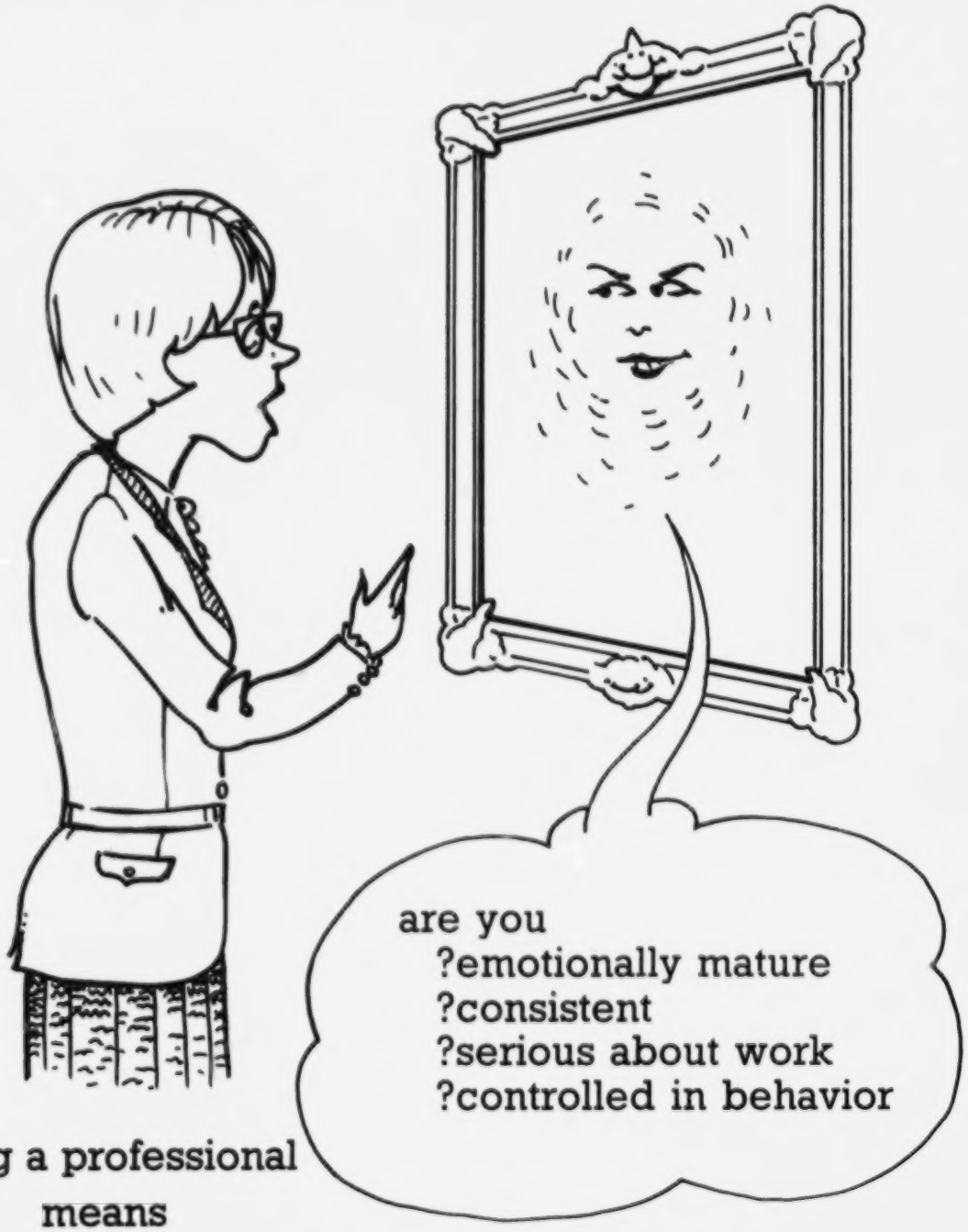
*to do a day's work for a day's pay

*to make each job I do a good reflection of me

*to be grateful for the freedom to work where I choose

TM 3

**"Mirror, mirror on the wall -
Who's the most professional of us all?"**



Being a professional
means
acting like a "pro"

WARNING:
Work May Be Hazardous to Your Health:

tripping & falling

spilling & leaking

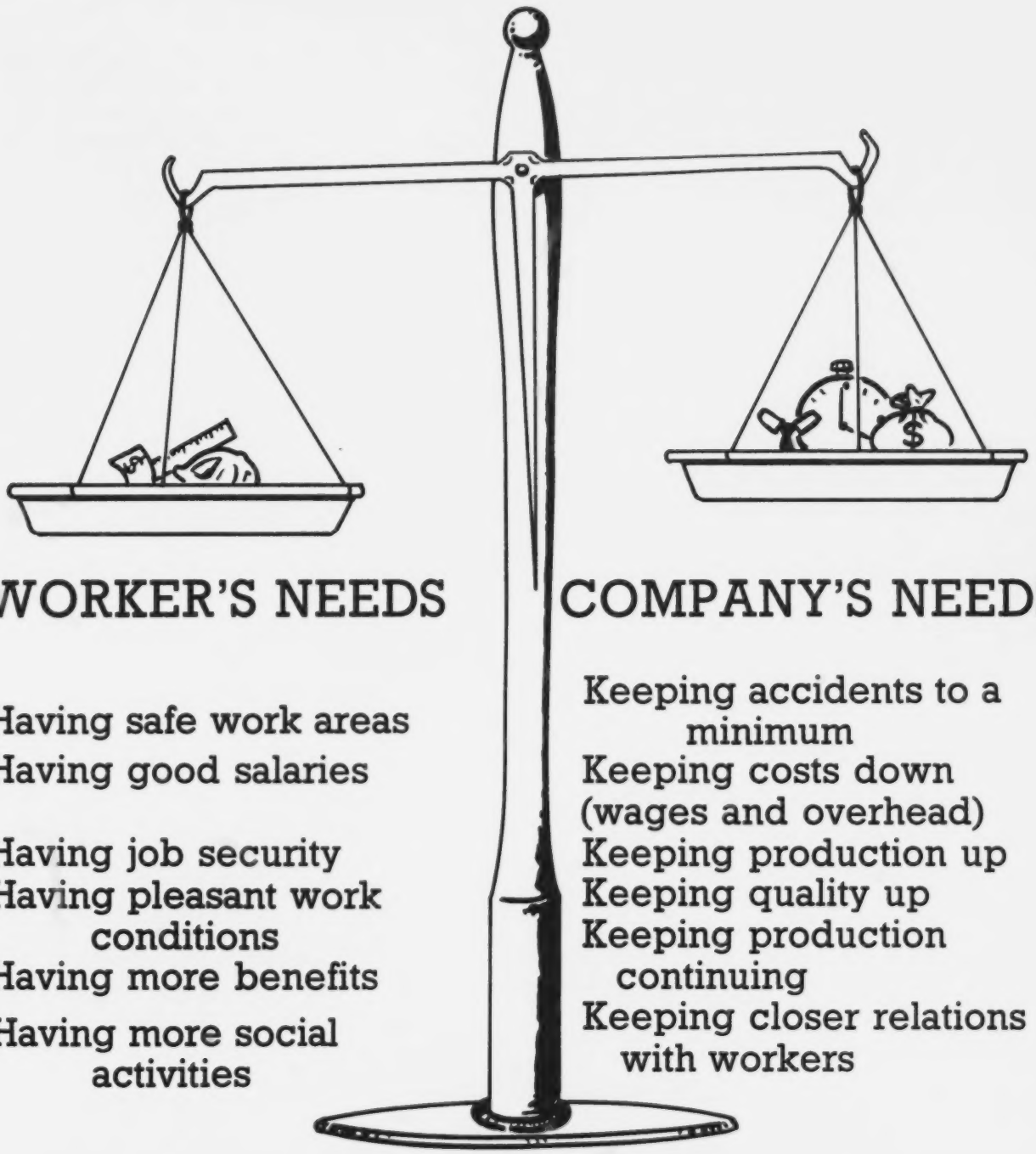
blocking vision

electrical shocks

falling objects

sparks

There needs to be a balance . . . for productivity



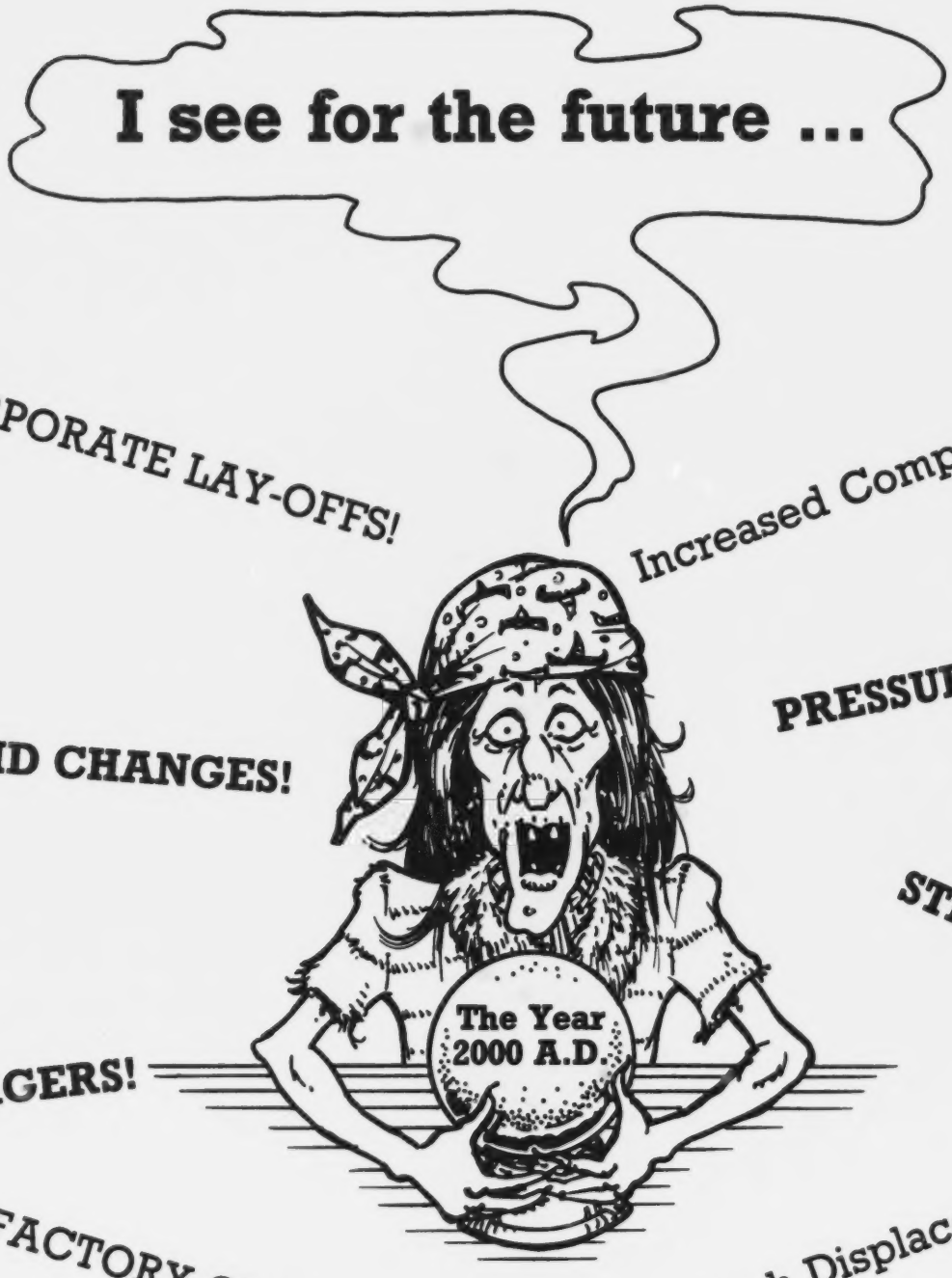
WORKER'S NEEDS

Having safe work areas
Having good salaries

Having job security
Having pleasant work conditions
Having more benefits
Having more social activities

COMPANY'S NEEDS

Keeping accidents to a minimum
Keeping costs down (wages and overhead)
Keeping production up
Keeping quality up
Keeping production continuing
Keeping closer relations with workers


I see for the future ...
CORPORATE LAY-OFFS!
Increased Competition!
PRESSURE!
RAPID CHANGES!
STRESS
The Year 2000 A.D.
MERGERS!
FACTORY CLOSINGS!
High-Tech Displacement!

NAME_____

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

ASSIGNMENT SHEET #1--IDENTIFYING POSITIVE WORK ATTITUDES

Directions: The following statements describe various types of worker behaviors. Read each statement and decide if the statement describes a positive or a negative behavior or work attitude. Place a + or - to show your decision in the column to the right of each work behavior description.

	Work Description	What is It?
1.	If the boss hands me a letter to type that is marked "urgent" at five minutes to closing, I will stay late if I have to in order to get it finished.	
2.	If things are slow at the store and we have no customers, I will use the free time to read the newspaper.	
3.	I dislike wearing the "silly-looking" goggles the company thinks I should wear when welding, so if the job is short, I will not bother to put the awful things on.	
4.	I do not get "uptight" over details or "sweat the small stuff" when helping my superior prepare the weekly payroll.	
5.	If I am on dinner break and do not get to finish my food because of numerous interruptions, I will stay in the lunch room a few extra minutes.	
6.	When it comes to work, I believe that "promises were made to be broken" and "what will be, will be."	
7.	The top of the file cabinet needs dusting and the office plants need to be watered. I will perform these nominal tasks even if they are not in my job description.	

8.	The fellow I work with is always trying to tell me what to do just because he has worked here a little longer. I ignore him because he is two years younger.	
9.	I really like the company I work for and try to recruit my friends at school to apply there for summer jobs.	
10.	I will graduate next year and go away to college, so why should I kill myself over this rinky-dink after school job?	
11.	Why should I have to do this job over again? I am only human!	
12.	I will admit it. I made a mistake and I will explain it to my boss, even though it could cost me my job.	
13.	I think it is important to learn good time management techniques because then I could work "smarter, not harder."	
14.	If I say I will get a project done before a deadline then I will try my best to follow-through, even if it means letting some other outside responsibilities slip for a few days.	

PART TWO:

Directions: Looking at the characteristics given below, can you go back to the positive behaviors in Part One and identify the corresponding work attitudes?

Dependability/reliability
Initiative/effort
Enthusiasm/interest
Respect for safety
Efficiency

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

ASSIGNMENT SHEET #2--WHO, ME? (ETHICAL SITUATIONS)

DIRECTIONS: Read each of the situations given below. In the columns that appear to the right, jot down notes that would rationalize the behavior or provide justification for not behaving in this way. In column A, write notes to explain why you would consider the situation behavior acceptable under the circumstances; in column B, give reasons why you would consider the behavior unethical.

(Note: When determining whether a situation is ethical, you might consider the obligations and responsibilities to oneself and others.)

You will not turn in this assignment; however, your instructor may ask the class to discuss these ethical situations or role play them in order to debate the ethics of the behavior.

		Column A ACCEPTABLE	Column B UNACCEPTABLE
1.	At your C.O.E. work station, you are a clerk-typist in a large office at a local corporation. Occasionally, you have taken some paper clips, a couple of ballpoint pens and a few sheets of typing paper home from your office desk to use for school assignments.		
2.	You are waiting on a bench for a bus and it starts to sprinkle. You notice that someone has left an umbrella on the end of the bench. You decide to use it.		
3.	You are walking up to the cashier to pay for your pizza and see a five dollar bill lying on the floor. You pick it up and, noticing that no one is near, use it to pay for your food.		

		ACCEPTABLE	UNACCEPTABLE
4.	You work on weekends as a sacker at a grocery store where the policy is to sign in on a sheet in the warehouse when you arrive. You are supposed to be at work at 9 a.m. When you check your watch, you see that it's 9:20 a.m. - you sign in at 9 a.m.		
5.	At the shopping mall on a busy Saturday, you park your car in the handicapped space when the regular parking spaces are taken.		
6.	You work for your dad at his office after school. You want to leave 15 minutes early to go shopping. Instead of asking for permission to leave at 4:45 p.m., you tell a fellow office worker that you are going to go use the restroom. You leave the building and go shopping instead.		
7.	You have a babysitting job on Thursday that has been arranged for a week. When Thursday arrives, you call the parents and tell them you are sick and will not be able to sit. You go swimming with some friends instead.		
8.	Your employer has completed a performance evaluation on you. He asks you to take the evaluation to the personnel office, so it can be placed in your file. On the way, you stop and change some of your performance ratings from lower numbers to higher ones.		
9.	Your supervisor asked you to order some supplies for the store. You forgot to do so. When she questions you about it, you tell her that the order must have gotten lost.		

		ACCEPTABLE	UNACCEPTABLE
10.	You are spending the night with a friend and you hear his/her father (who is your mother's boss) talking on the telephone about his business going bankrupt. You decide to rush home and tell your mom what you overheard, even though it would greatly upset her.		
11.	At work, you walk by a desk where an open file folder has been placed. As you glance down, you notice the salaries paid to your fellow workers. Since no one is occupying the desk, you stop to read the salary list.		
12.	Your boss tells you to "cover for me" if anyone asks where he is. He asks you to tell people that he is at a meeting, even though he is actually leaving work to play golf. You comply with his wishes.		

NAME_____

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

ASSIGNMENT SHEET #3--ATTITUDES FOR JOB SITUATIONS

Directions: The following statements represent positive and negative attitudes. Under each statement, indicate (1) whether it is a POSITIVE or NEGATIVE attitude being shown, (2) who is affected, (3) the expected outcome, and (4) an alternative action.

EXAMPLE:

"It is time to stop work for my coffee break, but I know this should be finished already. I will finish it and then take my break."

Attitude: Positive

Who is affected? Whoever is needing the finished work

Expected outcome: Employee is known to be responsible

Alternate action: "It is breaktime, I will finish this when I get back."

1. Oh! I overslept. I will call the office to let them know I will not be on time.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

2. Nobody at the office likes Kendra. I guess I do not either. It may be because I have not tried to get to know her. I will start being friendly to her.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

3. Someone left the copy machine set differently. I will set it at the ordinary setting when I am finished copying.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

4. They asked me to work Saturday, my usual day off! I do not really want to work; I will call in sick.

   Attitude:

   Who is affected?

   Expected outcome?

   Alternate action?

5. My children need pencils for school. I will take some from the office for them.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

6. Did you hear what John said about Jane's bad habits?

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

7. I had better call my golfing buddy--she expects me to call.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

8. Mr. Craig told me to do it step-by-step until I learned the procedure; but this shortcut will save time.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

9. I will organize my work so that my desk area will be neater.

   Attitude:

   Who is affected?

   Expected outcome:

   Alternate action:

10. I need to make my dental appointments. For which time periods should I try to arrange them?

    Attitude:

    Who is affected?

    Expected outcome:

    Alternate action:

Source: Exploring Careers in Business. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1987.

NAME_____

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

ASSIGNMENT SHEET #4--ROLE-PLAYING WORKER ATTITUDE ADAPTATIONS

Directions: Using the information that follows, finish the situation-scene to role-play the various adaptations that a new worker must make in order to reflect his/her positive work attitudes when dealing with relationships on-the-job.

After the exercise is completed, be prepared to discuss the following questions:

1. Do you view Thelma's behavior toward Pat as a common form of "new-worker initiation," or does it contain more serious elements of Thelma not taking the responsibilities required of her as Pat's supervisor?

2. Do you think Mr. Ewing's behavior toward Valerie constitutes a form of sexual harrassment? What do you feel Valerie should do about this, if anything?

3. If these strained working relationships are not dealt with (between Pat and Thelma, Joe and Valerie), what future situations could develop?

4. What adaptive actions should Joe, Thelma, Pat, and Valerie take in order to assure continued productivity and good inter-company morale?

5. How do these situations affect each individual's work attitude?

The Scene: A table in the company lunch room, where workers Pat and Valerie are eating their lunch.

The Players:

Pat: A new employee who is encountering some "new employee initiation" problems

Valerie: A young, attractive female employee who works for Mr. Joe Ewing in the Word Processing Department

Ms. Thelma Martin: An older employee who also works for Mr. Ewing and has recently been promoted to office manager

Mr. Joe Ewing: A middle-aged supervisor who has been with the company since he married the C.E.O.'s niece, Melinda

The Opening--Act I:

Valerie: Well, Pat, how is the second week on the job going for you?

Pat: Not so great, Val--it seems as if I cannot do anything right. Ms. Martin complains about everything I turn in to her. She picks my work to pieces! It is really getting me down. For example, this morning, she calls me into her office, throws the Quarterly Report that I did in the trash can and tells me the format and writing style are all wrong and to do it again!

Valerie: Boy--I bet that really made you mad!

Pat: You bet it did! Especially since I have asked her a million times to tell me how she wants the report done. She never helps me and only gives vague answers like, "Like everybody else does it."

Valerie: Humm, sounds like she does not want you to succeed . . . maybe she is jealous of you because you have a college degree and she does not.

Pat: Yeah--or maybe she is just a "queen-bee" around here that will not share her knowledge and experience with us new folks.

Valerie: You may be right--she likes to always have the upper hand and stay in control.

Pat: Oh, no!--We had better be quiet, because here she comes.

(Thelma Martin approaches the table.)

Thelma: Hi, Pat; hello, Valerie. May I join you?

Valerie: (reluctantly) I guess so.

Thelma: Boy, what a morning I have had! It seems as if there are just not enough hours in the day to get the work done!

Valerie, by the way, did Mr. Ewing speak to you about parking your car in the manager's lot? You are not supposed to park there--but, (laughing) I told him that you probably used that lot because the parking spaces are wider there and you probably did not want that old relic of yours to get hit! (laughs) Are you saving that wreck you drive to get it registered as a historic relic or

(Mr. Ewing approaches the table, comes directly over to Valerie, bends over low and close to her, and puts his arm around her shoulder.)

Mr. Ewing: Hi! How is little Miss Valerie doing?

Valerie: Just fine, Mr. Ewing.

Mr. Ewing: Oh, Val--you can call me Joe. We can be good friends. And, if you are real friendly with me, I just might let you park in the manager's lot again tomorrow! (winks, smiles, and walks off)

The Closing--Act II:

Using the characterizations and problem elements started in Act I, role-play these situations to a close by introducing dialogue to provide

a. Pat with an opportunity to address frustration over not receiving needed help from Thelma or Valerie on the Quarterly Report project

b. Valerie with an opportunity to address her concern to Thelma about Mr. Ewing's "friendly" behavior towards her

c. Thelma with an opportunity to provide feedback to these younger employees based on her past experience with Mr. Ewing, her maturity, and her responsibilities as a manager

NAME_____

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

ASSIGNMENT SHEET #3--SAFETY HAZARD AWARENESS

Directions: Below is a list of items that many people use every day at home or on the job. Read through the list, then add two more items that you have learned to operate.

Next, beside each item, describe and identify one safety hazard that could be involved in using the item.

Finally, write a safety rule or procedure for operating or using the item.

ITEMS	HAZARD	SAFETY RULE
1. Blow dryer for hair		
2. Electric mixer		
3. Electric typewriter		
4. Lawnmower		
5. Electric stapler		
6. Portable space heater		
7.		
8.		

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

	Part One	Part Two
1.	+	Dependability/reliability
2.	-	Lack of initiative/effort
3.	-	Lack of respect for safety
4.	-	Lack of efficiency (attention to details)
5.	-	Lack of dependability/reliability
6.	-	Lack of dependability/reliability
7.	+	Initiative
8.	-	Lack of interest
9.	+	Enthusiasm/interest (loyalty)
10.	-	Lack of interest (loyalty)
11.	-	Lack of efficiency (accepting responsibility)
12.	+	Emotional maturity/strong human relations
13.	+	Efficiency
14.	+	Dependability/reliability

ASSIGNMENT SHEET #2 (Possible discussion points)

	A	B
1.	"Every little item taken can add up to big total dollar losses for the company. Besides, stealing is stealing--whether it is a paper clip or a $500 typewriter."	"The company has a large supply on hand and will never miss them; besides, they are low cost items."
2.	"How would you feel if you had been the one to leave your umbrella behind? Getting wet once might help you to remember to carry your own umbrella the next time."	"Finder's keepers, loser's weepers."

	A	B
3.	"Stealing is stealing - the money does not belong to you and it is wrong to take it from the rightful owner, whether he/she is there or not."	"It is cash, so who could ever prove it was not yours? Besides, maybe it dropped out of your pocket instead of someone else's."
4.	"Twenty minutes is equal to one-third of an hour's wages. If someone saw you arrive late and then checked the time card, your boss might fire you for falsifying pay records."	"Everybody cheats a little on their sign-ins - the boss expects it. If I get caught, I can always tell them that my watch must have been 20 minutes slow."
5.	"A reserved parking space should be honored. In some states, ignoring the sign is against the law. Handicapped people have special needs that you should respect by leaving the easy-access spaces for them."	"Big deal! I have never seen all the handicapped spaces filled. If I were handicapped, I would be smart and not get out on Saturday."
6.	"You not only lied, but falsified your pay records by not telling anyone you were leaving 15 minutes early."	"Go ahead and leave since your dad is the boss, you will not be fired if you are caught. Besides, what is 15 minutes out of a long eight-hour day? Some people really do spend 15 minutes in the restroom!"
7.	"You lied and went back on a commitment. It shows that you are unreliable and dishonest in dealing with an employer."	"If you do not get caught, who will be the wiser for it. Besides, it is summer so the parents will not have any trouble finding a sitter with so many teenagers out of school and wanting a chance to earn some money."

	A	B
8.	"This is as dishonest as changing grades on a report card. If you stoop to changing grades, then you really deserve the low rating.	"The boss is a jerk and does not have a correct opinion of you. It shows you are clever and smart enough to and smart enough to "improve on the system."
9.	"Why not be honest for once and tell the truth? Admit that you are human and made a mistake that will quickly be corrected. Your boss will respect you for being mature about it."	"You will look like a fool and an irresponsible idiot if you admit your mistake. Cover up for your memory lapse and quickly make the order when the boss leaves. No one will ever know, and the order will only be delayed a few days."
10.	"If you were eavesdropping, you have an obligation to the friend's father not to pass on any information you might have heard. Since you only heard half of the conversation, you may not have all the facts."	"You are trying to warn your mom to protect her, so she can get a jump on the others in finding a new job. If it is a big secret, the friend's father should not have been talking where the conversation could be overheard."
11.	"Salary schedules are confidential. A professional person will respect this confidentiality and not "peek" to see what others are making. A person's salary is a private matter."	"If the folder was left lying open then anything is fair. Besides, it is always wise to know what others make to be sure you are being fairly paid."
12.	"If a person's behavior or requests go against your personal code of ethics, then you have an obligation to either tell him you will not lie and that you will inform others about his behavior for the good of the company. You need to decide with whom your responsibilities lie - with the company or an employee."	"He is the boss and could fire you if you do not do what is asked. Show your loyalty and cover for him!"

ASSIGNMENT SHEET #3

1. Attitude: Positive

   Who is affected? Fellow employees

   Expected outcome: Understanding, unless you are late more than just occasionally, then you may be reprimanded by our supervisor.

   Alternate action: One could act without responsibility--do not call, just be late; this would not be good for your work record.

2. Attitude: Positive

   Who is affected? Kendra, you, eventually it could affect everyone at the office.

   Expected outcome: Kendra will feel more at ease; others will speak to her; the whole office atmosphere would be improved.

   Alternate action: One could ignore Kendra, coexisting without interaction; the office atmosphere would continue being a little unfriendly.

3. Attitude: Positive

   Who is affected? The next person who uses the copy machine; the overall office atmosphere will benefit.

   Expected outcome: Positive attitudes are helpful to keep the office atmosphere pleasant.

   Alternate action: Leave the machine set wrong, "to get even."

4. Attitude: Negative

   Who is affected: Who is affected? Whoever is depending on you; you could be negatively affected if anyone knows you were not sick; you will respect yourself less for deceiving your employer.

   Expected outcome: Your reputation for dependability could be decreased or you may "get by" with it.

   Alternate action: Tell you employer you cannot work and would he/she ask for someone else to handle the work; suggest that you handle the work at an alternate time.

5. Attitude: Negative

Who is affected: Your children, you, your employer.

Expected outcome: Expectations and acceptance by your children of getting "free" things from the workplace.

Alternate action: Be sure to respect the property of your employer; buy the pencils elsewhere.

6. Attitude: Negative

Who is affected? John, Jane, you, your hearer, everyone in the office, eventually.

Expected outcome: The office atmosphere will be worse for harmful "grapevine" activities.

Alternate action: Be sure to avoid participation in harmful "grapevine" activities.

7. Attitude: Negative

Who is affected? You, as well as the potential effect on the office atmosphere.

Expected outcome: If personal calls are made on office time, one may be reprimanded.

Alternate action: Keep personal calls to a minimum during business hours.

8. Attitude: Negative

Who is affected? You

Expected outcome: A possible reprimand by Mr. Craig; possible errors in the work.

Alternate action: Be sure you understand the entire job before you use creativity to complete the tasks.

9. Attitude: Positive

Who is affected? You

Expected outcome: More efficient work

Alternate action: Continue using present work organization techniques.

10. Attitude: Positive

Who is affected? You, your employer, and anyone involved in your work flow.

Expected outcome: Appreciation for your consideration

Alternate action: Make the appointment without consideration of your work needs.

Who is affected? You, your employer, and anyone involved in your work flow.

ASSIGNMENT SHEET #4

(The following topics are suggestions for elements to be included in the coverage of the post-assignment discussion questions.) See also section IV on the Information Sheet.

1. Pat should realize that a new employee normally is psychologically "tested" by older or more experienced workers such as Thelma. Pat should accept the situation and continue looking for help, either from Thelma, Valerie, or anyone else on the same peer level. If Pat "goes over" Thelma's head to Mr. Ewing, the situation would only be aggravated.

   Thelma should help Pat with the project as part of her supervisory responsibilities.

2. Mr. Ewing is not behaving in a professional manner toward Valerie. He has indirectly "promised" favors (i.e. parking in the manager's lot) in return for Valerie becoming more "friendly" with him.

   Valerie should realize that Joe's actions are a mild form of sexual harrassment and should not be allowed to continue. She must do the following:

   a. Act in a strictly business-like and professional way toward Joe

   b. Not become his friend or see him outside working hours

   c. Move her car immediately from the manager's lot

   d. Report any future, similar situations (verbally and then in writing) to her supervisor

3. Morale and productivity will decrease. Future conflicts will become more serious if these beginning "strains" are not dealt with. Open communication and respect of each other's rights and abilities must be developed.

4. Pat and Valerie need to assert themselves and not allow others to "use them" for their own personal, psychological gain. pat needs to "hang in there" and strive to accomplish the project successfully to gain Thelma's respect. Valerie needs to act like a mature professional and not appear passive or weak around Mr. Ewing. She should not accept "favors" in any form from her supervisors unless they are granted on the basis of job tasks performed. Thelma needs to facilitate successful completion of work projects of her staff to further company productivity.

5. Pat's enthusiasm, interest, and initiative could be affected; Valerie's respect for her superiors and work effort could be affected; and Thelma's initiative and reliability as a manager could be affected.

ASSIGNMENT SHEET #5

	Items	Suggested hazards	Suggested rules
1.	Blow dryer	Electric shock could result if used around water.	Dry electrical wire, plug-in, and cabinet tops before using. Do not stand near a filled lavatory basin or bathtub where dryer could be dropped into water while plugged in.
2.	Electric mixer	While scraping the bowl, a spatula or finger could get caught in the beaters.	Keep finger and hands out of the bowl.
3.	Electric typewriter	Bracelets or other loose jewelry could get dropped or caught inside the typewriter motor area.	Refrain from wearing bracelets or loose jewelry when typing.
4.	Lawnmower	When mowing, mower could slip back and blades could cut foot.	Wear heavy shoes mowing.
5.	Electric stapler	When holding papers in stapling slot, finger-tip pads of skin could get caught in slot and finger ends stapled.	Purchase staplers that have "safety slots" that staple farther back from end and have slot openings that are too narrow for fingertip insertion;

			also, when holding papers to be stapled, hold four inches from corner's edge.
6.	Portable space heater	Fire hazards could result from faulty wiring or desk papers dropping down too close to heater.	Check wiring and plug-ins and do not leave heater on when you are away from the area. Place heater in a position where papers will not fall on top of heater (under a desk chair opening, etc.)

Name_____

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT I

TEST

Part One

1. A worker with a strong work attitude will

   A. Act in a moral and professional manner
   B. Go to church regularly
   C. Exhibit honesty at all levels
   D. A and B above
   E. A and C above

2. Which of the following does not necessarily reflect a positive work attitude?

   A. Reliability
   B. Initiative
   C. Enthusiasm
   D. Happiness

3. Which of the following is not a generally forecast trend showing change in the work world for the future?

   A. Greater emphasis in training employees in safety techniques
   B. Smaller numbers of workers employed in service-oriented fields

Fill in the blanks in the sentence below with the letter of the best word choice.

A. Getting
B. Keeping

4. _____ a job usually requires training in the right skills and relates educational coursework, whereas

5. _____ a job requires demonstration of positive work attitudes.

6. Answer true or false to the statement below.

"Generally, company mergers have an effect on an employee's job security in working in one of the merged companies."

A. True
B. False

7. Which of the following reflect a strong work ethic?

A. Providing a productive day's labor for a fair day's pay
B. Taking personal pride in work tasks accomplished
C. Exhibiting honesty at all levels
D. All of the above

8. Answer true or false to the statement below:

"A new employee will commonly go through a psychological "testing or initiation" from fellow workers and must accept this period of actions as natural and an opportunity to show his/her character and win the respect of his/her fellow workers."

A. True
B. False

9. Answer true or false to the statement below:

"When developing working relationships that reflect positive work attitudes, one must do what "you need to do" without regard of expected outcomes or consideratino of alternative or adaptative actions."

A. True
B. False

Part Two

1. List nine behaviors that demonstrate a positive work attitude.

2. Define a strong work ethic as it relates to an employee's performance on the job.

3. Describe five work environment changes that workers will need to adapt to in the future.

4. List three worker needs and three company management needs that must be balanced in order for productivity to remain high.

Worker Needs:	Company Needs:
A.	A.
B.	B.
C.	C.

5. Explain why following safety rules benefits both the worker and the company.

6. Define professionalism as it relates to work behavior.

ATTITUDES, ETHICS, SAFETY, AND THE WORK FUTURE

UNIT 1

ANSWERS TO TEST

Part One

1. E
2. D
3. B
4. A
5. B
6. A
7. D
8. A
9. B

Part Two

1. Dependability, reliability, initiative, effort, enthusiasm, interest, respect for safety procedures, efficiency, wise management of time and resources

2. A strong work ethic includes a high personal set of beliefs and codes of conduct that would be reflected through work behaviors by doing a productive day's labor for a fair day's pay, loyalty to the company, pride in work tasks accomplished, professionalism, honesty, and responsibility for actions.

3. Increased use of high-tech automation (i.e. computer assistance, robotics)

   Larger buildings and numbers of employees (causing decreased personal contact)

   More company mergers

   Shorter work weeks and more flexible work hours

   Greater competition in getting and keeping jobs

4. Worker's side

   Good salaries
   Job security
   Safe environment
   Good working conditions
   Benefits
   Social activities and teamwork

Company's management side

Overhead kept low
Salaries in line with production
High quality products
Continuity of output
Good worker-management relations

5. Production is more efficient (less down time from accidents)

No financial losses from lawsuits, insurance claims, etc.

Need for personal safety is met

Healthier workers (less time off for sick leave)

Compliance to OSHA regulations

6. Acting like a "pro" by demonstrating emotional maturity, consistency, seriousness, and controlled behavior at work.

GETTING TO KNOW YOURSELF!

UNIT II

UNIT OBJECTIVE

After completion of this unit, the student will have a general awareness of his/her individual personality traits and values as well as an understanding of the relationship between these factors and success on the job.

SPECIFIC OBJECTIVES

After completion of this unit, the student will:

1. Given information presented by the teacher, recognize personal characteristics and employability traits by attaining 85 percent accuracy on the Unit Test.

2. Given information presented by the teacher, explain the personal benefits received from identifying work-related personal characteristics by attaining 85 percent accuracy on the Unit Test.

3. Given information presented by the teacher, define "values" by attaining 85 percent accuracy on the Unit Test.

4. Given information presented by the teacher, list three major characteristics of an effective goal by attaining 85 percent accuracy on the Unit Test.

5. Given information presented by the teacher, define moods by attaining 85 percent accuracy on the Unit Test.

6. Given information presented by the teacher, define success mentality by attaining 85 percent accuracy on the Unit Test.

7. Given information presented by the teacher, define four communicative behaviors by attaining 85 percent accuracy on the Unit Test.

8. Given information presented by the teacher, describe ways a person "blocks" or stifles development of self-confidence by attaining 85 percent accuracy on the Unit Test.

9. Given information presented by the teacher, describe four elements of appropriate dress and grooming that will enhance self-image and success in employment by attaining 85 percent accuracy on the Unit Test.

10. Given information presented by the teacher, define L.S.\M.F.T. as it relates to self-esteem by attaining 85 percent accuracy on the Unit Test.

GETTING TO KNOW YOURSELF!

UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

A. Read "Unit Notes to the Teacher."

B. Provide students with objective sheet (see preceding page).

C. Provide students with information sheets and assignment sheets.

D. Make transparencies.

E. Discuss objectives.

F. Discuss information sheets, assignment sheets, and topics in content outline.

G. Give test.

II. Student:

A. Read objective sheet.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective Sheet

B. Information Sheets

1. Terms
2. Content topic outline

C. Transparency Masters

1. TM #1--You Are...
2. TM #2--My Values
3. TM #3--The Best Goals Are...
4. TM #4--How Do You Communicate?
5. TM #5--Remember This Formula: L.S.\M.F.T.
6. TM #6--What's "Blocking" You?
7. TM #7--Appropriate Dress
8. TM #8--Blouses for Business
9. TM #9--Dress Appropriate to Occupation

D. Assignment Sheets

1. Assignment Sheet #1--Self-Awareness Task
2. Assignment Sheet #2--Individual Traits Inventory
3. Assignment Sheet #3--What Are Your Work Preferences?
4. Assignment Sheet #4--Building a Pyramid of Personal Values
5. Assignment Sheet #5--A Wish List and a Roadmap for Goal-Setting
6. Assignment Sheet #6--Discovering How Moody You Are
7. Assignment Sheet #7--Charting Your Mood Cycles
8. Assignment Sheet #8--You Are What You Think: Developing a Success Mentality
9. Assignment Sheet #9--Case Studies on Assertiveness
10. Assignment Sheet #10--Appropriate Dress

E. Answers to Assignment Sheets

F. Test

G. Answers to Test

II. References

A. Books

1. Burley-Allen, Madelyn. Source: Managing Assertively: How to Improve Your People Skills. New York: Wiley Press, n.d.

2. Carlock, LaNeta L. Managing Your Productivity: The Electronic Office and You. St. Louis: Gregg Division, McGraw-Hill Book Company, 1985.

3. Chapman, Elwood N. Your Attitude is Showing. Chicago: Science Research Associates, Inc., 1983.

4. Henderson, Gail. Dimensions of Life: A Book About Self, Family, Work. Cincinnati, OH: South-Western Publishing Co., 1985.

5. Nelson, Robert E., et. al. Methods and Materials for Teaching Occupational Survival Skills. Urbana, IL: University of Illinois at Urbana-Champaign, Division of Business Education, Department of Vocational and Technical Education, 1977.

6. Russon, Allien R. Personality Development for Business. 4th ed. Cincinnati: South-Western Publishing Company, 1973.

7. Safford, Helen N. The Working Citizen. Cincinnati: South-Western Publishing Company, 1983.

8. Simon, Sidney, Leland Howe, and Howard Kirschenbaum. Values Clarification. Rev. ed. New York: Hart Publishing Company, 1978.

B. Booklets

1. How to Understand Yourself. A Scriptographic booklet. Greenfield, MA: Channing L. Bete, Co., Inc., 1977.

2. Your Attitude and You. A Scriptographic booklet. Greenfield, MA: Channing L. Bete, Co., Inc., 1977.

C. Curriculum Guides

1. Hendrix, Mary W. Self-Appraisal Instructional Guide. Commerce, TX: Occupational Curriculum Laboratory, East Texas State University, 1984.

2. Succeeding in the World of Work. Bloomington, IL: McKnight & McKnight Publishing Co., 1977.

D. Audio-visual Resources

1. The Adolescent Experience: Developing Values. Guidance Associates, 757 Third Avenue, New York, NY 10017.
This set includes two filmstrips with long-

playing records or cassettes and a discussion guide. Open-ended dramatization is designed to stimulate group involvement in decisions which reflect conflicting values. Key value-forming experiences are traced in relation to the home, peer interactions, religious background, and school life.

2. Career Values: What Really Matters to You? Guidance Associates, 757 Third Avenue, New York, NY 10017.
This set includes five filmstrips with long-playing records or cassettes.

   Part I: Identifying Values. Values classification is shown as a key to job satisfaction. Students learn to recognize, rank and rerank career-related values.

   Part II: Chance Taking. John and Tom discuss forming a business. Students are encouraged to identify with John's independence, Tom's desire for security.

   Part III: Work Environment. Students contrast Patty's structured office with Betsy's small informal workplace.

   Part IV: Personal Commitment. Young people compare Ed's storefront legal work with Wallace's career in a large law firm.

   Part V: Time. Students relate artist Carol's hectic freelance schedule to Joe's nine to five day in a design studio.

3. The Professional Image. Cincinnati, OH: South-Western Publishing Co., 1985. (16mm, VHS cartridge, 20 minutes).

4. Self-Esteem: Feeling Good About Yourself. Cincinnati, OH: South-Western Publishing Co., 1984. (16mm film, VCR video).

5. Your Personality: The You Others Know. Guidance Associates, 757 Third Avenue, New York, NY 10017.
This set includes two filmstrips with long-playing records or cassettes and discussion guide. The program describes personality as distinct from character; discusses positive and negative personality traits; stresses the importance of working for self-discovery and remaining open to diversity in others.

E. Computer Assisted Instruction

1. Setting Career Goals the Micro Way. Chatwsorth, CA: Career Aids, Inc. (1 disk, manual; available for Apple II, IBM, and TRS-80 microcomputers).
This program helps students in constructing a long term career plan. This is an ideal resource for students who have already identified their career interests and are ready to make the next move. Numerous examples and interactive case studies help the student differentiate between the goal oriented career plan and the task oriented career plan. Students create career plans which include specific goals and objectives and dates for completion.

2. Values and the Work Ethic. Chatsworth, CA: Career Aids, Inc. (1 disk, 2 copies of Values: Where Do You Stand?; available for Apple and IBM microcomputers).
Students learn the origin of the work ethic and the values associated with it as they work through exercises that show the importance of values to success on the job. Students can rank their values and are encouraged to apply those values to their job. The program refers students to additional exercises and reading in the included 16-page booklet.

3. The Values Auction. Chatsworth, CA: Career Aids, Inc. (3 disks, reproducible exercises and educational objectives; available for the Apple, IBM and TRS-80 microcomputers).
Students learn the importance of exploring major reward systems in the various work environments and determining what rewards are important to them. Through the game format of this program, students learn the payoffs of different work worlds and learn to determine what their goals are. Nine values are represented: helping other people, prestige, security, money, power and authority, independence, creative expression, variety, and home life. These values branch into the following career areas: Allied Health, Teaching, Home Economics, Counseling, and Social Work.

GETTING TO KNOW YOURSELF!

UNIT II

UNIT NOTES TO THE TEACHER

A suggestion for a basic approach to instruction of this unit might be on two levels: first, to simply deal with the values, biases, and prejudices that the students will already have formed; and second, to move to a more cognitive skills level (knowledge, understanding, and problem-solving) when addressing the areas of goal-setting, work responsibilities, self-confidence, assertiveness and grooming.

Caution should be taken not to teach attitudes--rather, an instructor's responsibility might rest with helping the student discover his or her own personality traits and values. The key word to this approach should be the self in self-awareness, rather than trying to impart the teacher's own personal values and beliefs.

Finally, three suggestions given by experts to guide an instructor through the tricky maze of attitudes, are as follows:

1. Strive to create an atmosphere of openness, where threats of disapproval or judgment are kept to a minimum.

2. Listen, listen, LISTEN--to what a student says in class discussions. Pay attention not only to what he/she says out loud, but also what is said between the lines!

3. Remind the class before every activity that all things said or written will be kept in strictest confidence--the emphasis is on the SELF in self-evaluation and awareness discoveries!

TRANSPARENCY MASTERS #3-7 will be specifically identified in the unit test.

TRANSPARENCY MASTERS #5 & #6: Good follow-up discussion questions might include:

1. How would this affect my performance on the job and my work relationships?

2. Would this have an effect on my chances for career success? Why or why not?

TRANSPARENCY MASTER #9: To stimulate thinking on the relationship of work attire and occupation, students could be asked to consider:

1. Would it bother you to be required to wear a hard hat or safety goggles most of your working hours?

2. If you wore a uniform (like a nurse or flight attendant), how would this affect your self-image or sense of individuality?

3. Do you believe you would be more productive if you were able to wear comfortable jeans or jumpsuits to work?

4. Would it bother you to choose an occupation that might involve working in mud, etc., that would get your clothes dirty?

5. How do you think an image of professionalism and work attire correlate?

ASSIGNMENT SHEET #1: Although the student directions state that all answers will be kept confidential, some students might be interested in how their classmates have answered the questions. If these insights to individual personalities are shared, it might be a way to increase teamwork and a unifying spirit later in the unit.

ASSIGNMENT SHEET #2: The individual personality/reaction traits listed in this activity are actually effective attitudes for the world of work. This fact should be highlighted after the activity has been completed. They reflect competencies for employability!

ASSIGNMENT SHEET #9: In order to more directly relate this communicative tool to the world of work, follow-up discussion questions to be used might include:

1. How would Ron's assertive behavior scenario affect his future job performance and self-esteem?

2. How would Amy's passive behavior scenario affect her sense of self-esteem and future relationship with Maegan?

GETTING TO KNOW YOURSELF!

UNIT II

INFORMATION SHEET

I. Terms and Definitions

A. Aggressive behavior--A generally bold and often hostile pattern of action that tends to discount the rights and feelings of others.

B. Assertiveness--A behavior pattern that reflects communication and actions that affirm an individual's worth and the basic rights of everyone (i.e., "I count--and you count also.")

C. Cynics--People who have a generally scornful and untrusting attitude toward others.

D. Goals--Conscious statements of end objectives that a person will endeavor to accomplish.

E. L.S.\M.F.T.--Originally used as an advertising slogan, it may also stand for "Low Self-Esteem\Means Friction and Trouble. People with negative self-images and low levels of confidence usually do not have strong or positive work relations because they want to create a climate or feeling with others that "bring them down." This is accomplished through fights, arguments, or cynical behavior.

F. Moods--Temporary states of mind or general feelings that can affect a person's behavior.

G. Passive behavior--A submissive or compliant pattern of behavior that reflects a person's belief that his/her rights and feelings are secondary or not as important as the rights and feelings of others.

H. Prejudice--An attitude or opinion a person has that is not based on actual evidence or action, but rather is a prejudgment (such as "anyone under the age of 21 years is irresponsible"). A person's outlook is biased if based on prejudice.

I. Self-confidence--A feeling of assurance or trust in one's own unique talents and abilities.

J. Values--Attitudes and beliefs held by an individual that are strong enough on which to base opinions, decisions, and actions.

		Related Materials
II.	Self-awareness and Discovering Who You Are	
	A. The process of "valuing"	AS #1
	1. Values are formed by an early age.	
	2. Cherished beliefs become values.	TM #2
	3. Publicly affirm your values, when appropriate.	
	4. Act on your beliefs with consistency and repetition.	
	5. Values influence behavior and choices.	TM #2
	6. To "own" a belief, you must be committed to it.	
	7. Beliefs, including biases and prejudices, form personal traits and an outlook on life.	AS #2
	B. Who you are also influences what you want and where you want to go--your goals.	AS #3
	1. Goals are wishes that you have the desire and ability to make come true.	AS #4
	2. Goals can be used as roadmaps to direct your progress through life, both at home and on the job.	
	a. Short-term goals identify things you wish to accomplish in less than six months.	TM #3
	b. Long-term goals often take more than a year to attain.	AS #5
	3. Goals need to be motivational, attainable, and flexible.	

	Related Materials
C. Your general outlook on life and your mood "climate" help identify "you."	
1. A positive outlook on life usually indicates a strong self-concept and greater success on the job.	AS #6
a. Cynical people tend to be poor team players and uncooperative at work because they always find flaws and possible betrayals in situations that could become positive or successful for them.	AS #7
b. Negative attitudes often are reflected in lazy, unproductive, and disinterested work behaviors.	
2. A self-confident person has identified individual talents and believes in his/her ability to achieve goals and perform in a successful way.	AS #8
a. A self-confident person asserts basic rights given to everyone such as the right to say no and the right to make choices.	TM #4
b. Assertive behavior is neither aggressive behavior nor passive.	AS #9
III. People will internally block their pathways to success by negative thoughts, low self-esteem, and poor images of themselves.	
A. Negative self-talk hinders achievements by negating successes and undermining self-confidence.	TM #5
1. When you bathe in a bath of self-pity, you are playing negative tapes for yourself.	

Related Materials

2. Using excuses (like "I am not pretty enough, rich enough," etc.) keeps a person from trying new things and developing his/her full potential.

B. A person can hinder future chances for success by "living in the past."

1. Remembering only the "good" in the "good ol' days"

2. "Shoulding" on themselves by thinking "I should have done this" or "I should have done that"

IV. A positive outlook and high self-esteem results in a happier and more productive worker.

A. What individuals looks like generally mirrors how they feel about themselves.

1. Work attire should reflect an attitude of "I am ready to produce."

2. Dressing like a success (like a professional) will make you look and feel like a success. AS #10

3. Some occupations determine what workers wear. TM #7, TM #8, TM #9

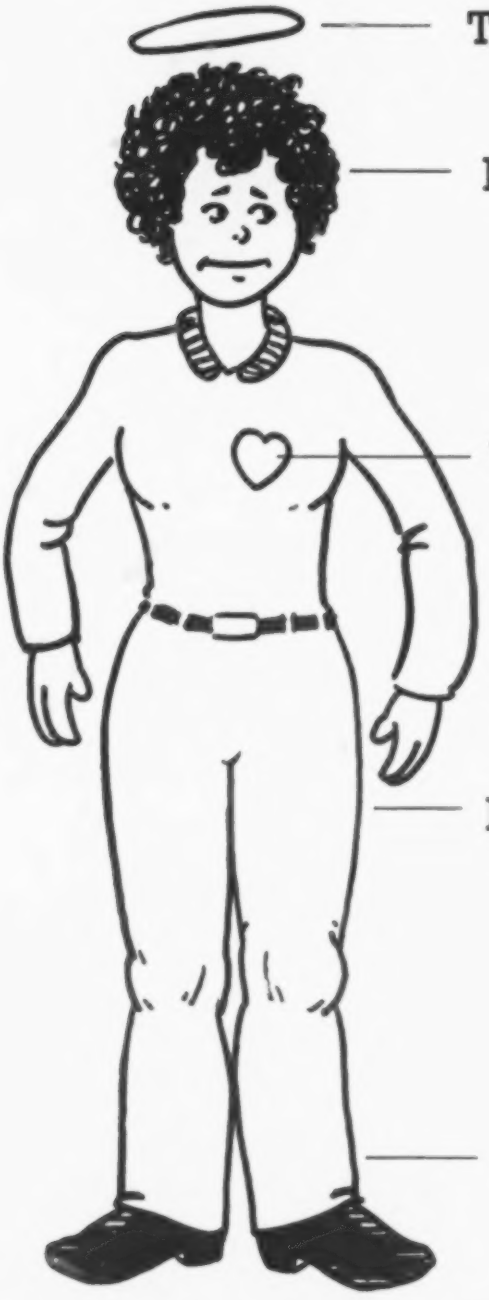
4. Dress appropriately and you will act appropriately.

B. Poor grooming and health habits have been found to directly correlate with low productivity and undesirable performance.

C. On the other hand, if a person thinks more highly of him/herself than is realistic, this could cause human relations problems and lower productivity.

V. Awareness of who you are and acceptance of your basic self (your uniqueness, talents, skills, and areas for improvement) play a key role in maturity and success on the job.

YOU ARE... what you



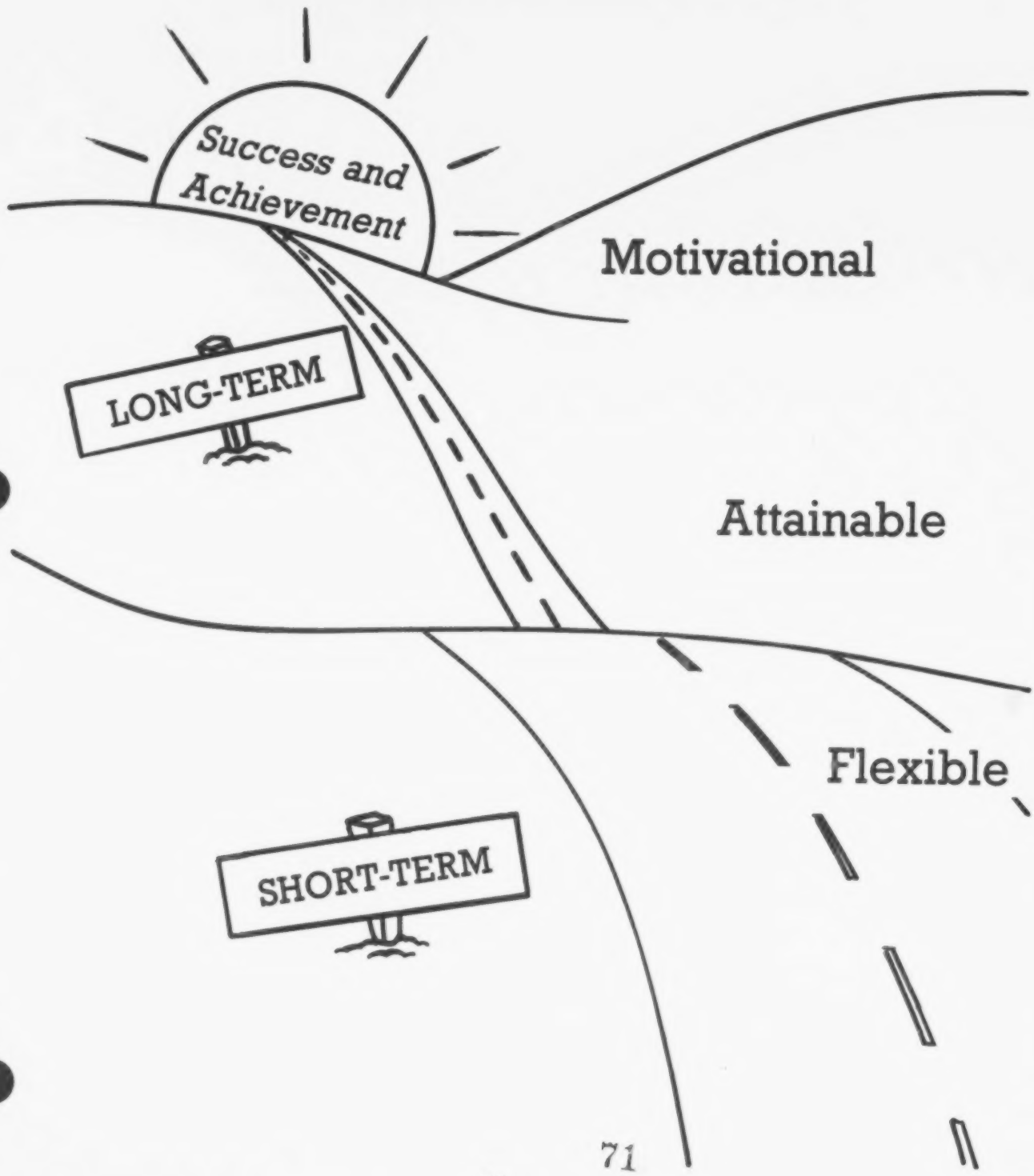
How do *YOU* measure up?

My Values

How Do Values Affect Choices?

Source: *VICA Leadership Guide*

The Best Goals Are...



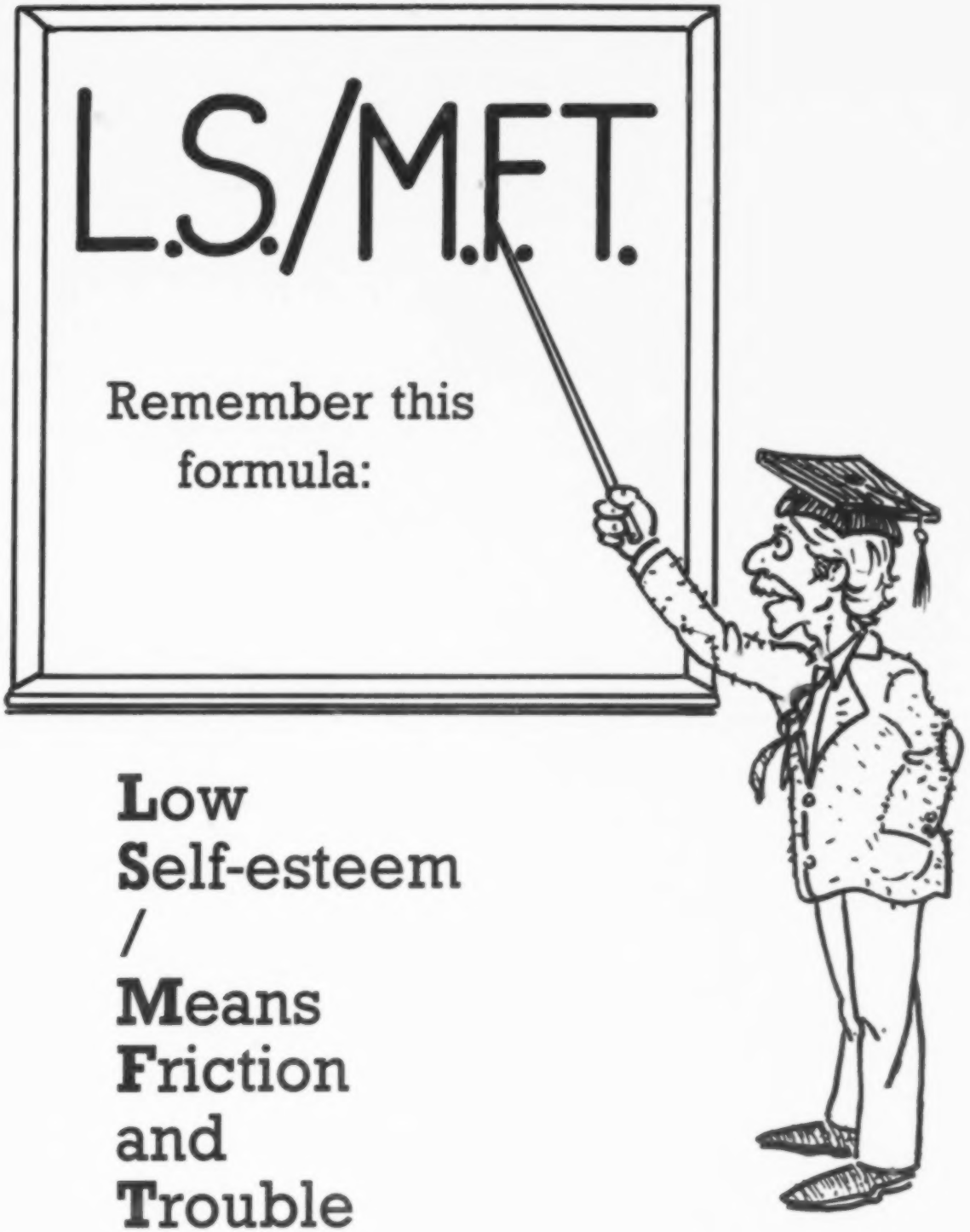
How Do You Communicate?

PASSIVELY

AGGRESSIVELY

PASSIVE-AGGRESSIVELY

ASSERTIVELY



Low
Self-esteem
/
Means
Friction
and
Trouble

What's Blocking You?

Why is your self-confidence down?

- ☐ A fear of growth, change, and risking?
- ☐ Procrastinating ("I'll try tomorrow")?
- ☐ "Giving Away" your talents and abilities for others to use for accomplishment?
- ☐ Feeling guilty ("I'm not worthy...")?
- ☐ Quitting - before you might fail?
- ☐ Using "if only..." (as an excuse)?
  - ...I had been born rich!
  - ...I were prettier!
  - ...I was good in math, etc.

Appropriate Dress

75

Hair Neatly Trimmed and Combed?

Well-Groomed?

Conservative and Coordinated Clothing?

Shoes in Good Repair?

76

Source: *VICA Leadership Guide*

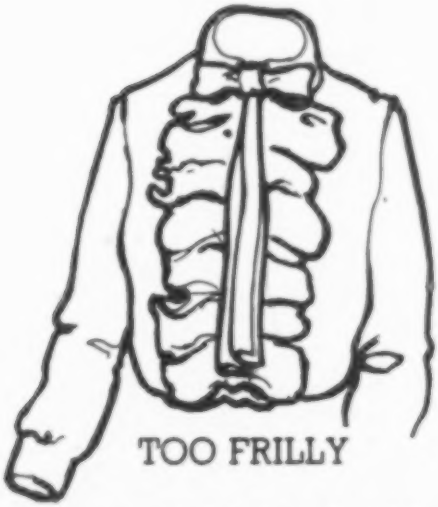
Blouses For Business

NECKLINE TOO LOW

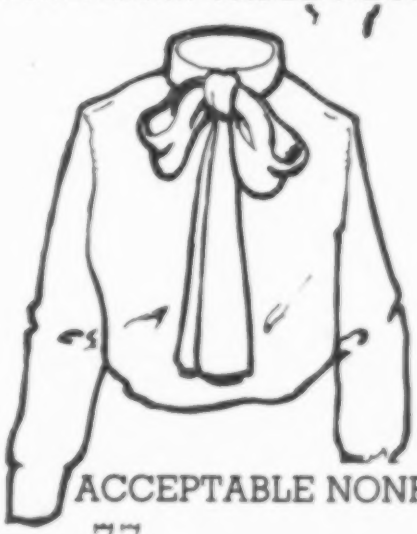
IDEAL NECKLINE

TOO DRESSY

LOWEST ACCEPTABLE NECKLINE



TOO FRILLY



ACCEPTABLE NONFRILLY

Source: *VICA Leadership Guide*

77

Dress Appropriate to Occupation

Source: *VICA Leadership Guide* 78

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #1--SELF-AWARENESS TASK

Directions: Here is a way to identify yourself more fully and become more aware of what the "real" you is like! Finish each sentence below briefly and as quickly as you can, without thinking too hard (go with your first thoughts and reactions). Remember, this is a confidential task and you do not have to please anyone but yourself. (You will not be asked to turn in this assignment sheet.) Have fun with it!

1. I REALLY GET A LOT OF PLEASURE WHEN I...

2. WHAT "BUGS" ME THE MOST IS...

3. THE BEST WAY I CAN THINK OF TO USE MY SPARE TIME IS TO...

4. WHAT I WOULD REALLY LIKE TO BE DOING IN FIVE YEARS IS...

5. I WOULD LIKE MY FRIENDS TO...

6. IF I WERE THE PRESIDENT OF THE STUDENT BODY, THE FIRST THING I WOULD DO IS...

7. IF I COULD SPEND ALL MY TIME IN ONE COURSE AT SCHOOL, IT WOULD BE...

8. THE THING I WOULD LIKE PEOPLE TO ADMIRE ME FOR IS...

9. MY IDEA OF A GOOD JOB IS...

10. SOMETHING I WANT THAT I HAVE NOT TOLD ANYBODY ABOUT BEFORE IS...

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #2--INDIVIDUAL TRAITS INVENTORY

DIRECTIONS: The traits identified below, often referred to as "employability traits," have been found to closely relate with success in the world of work and in life in general. They also reflect a person's attitudes toward people and common situations encountered as one progresses through life.

Read each of the following questions and answer "yes" if you believe you possess the trait, or "no" if you feel that it does not describe you. Answer honestly and with your first reaction to the question. You will not turn in this assignment - it is for your personal use. However, your instructor may ask the class to discuss the significance of these "employability traits."

_____ 1. Do you get along well with adults? Your parents?

_____ 2. Are you genuinely interested in the other person's point of view?

_____ 3. Do you control your temper most of the time?

_____ 4. Do you refrain from boasting or bragging?

_____ 5. Can you be optimistic when others around you are depressed?

_____ 6. Are you careful never to interrupt when another person is speaking?

_____ 7. Do you keep the same friends for years?

_____ 8. Do you make new friends fairly easily?

_____ 9. Do you try to refrain from complaining?

_____ 10. Do you keep promises? Can people count on you to "come through"?

_____ 11. Do you organize your work and keep up with it?

_____ 12. Do you readily admit your mistakes?

_____ 13. Is it easy for you to like nearly everyone?

_____ 14. Do you realize your weaknesses and attempt to correct them?

_____ 15. Do you finish each task or project you begin?

_____ 16. Can you stick to a tiresome task without being prodded?

_____ 17. Can you be a leader without being bossy?

_____ 18. When someone gives you constructive criticism, do you try to accept their evaluation and try to profit from the suggestions?

_____ 19. Do you feel that each job task you complete is a direct reflection of you as a person?

_____ 20. Do you feel each person has basic rights to live the way they want to, just as you do?

(Note: If you did not answer very many questions with a "yes," what do you think that might imply about you?)

Name: _____

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET 3 - WHAT ARE YOUR WORK PREFERENCES?

Directions: Ideas about the characteristics of a desirable work place vary from person to person. What are your work preferences? The following twenty items describe two extremes of a major work characteristic; for example, work with people versus work alone. Check the space for each item which best describes your own preferences. Be ready to give a reason for your responses.

	VERY IMPORTANT	MODERATELY IMPORTANT	UNDECIDED	MODERATELY IMPORTANT	VERY IMPORTANT	
Work for Organization						Self-employed
Work Alone						Work with Other People
Structured Environment: Well-defined Duties and Responsibilities						Unstructured Work: Room for Creativity and Initiative
Close Supervision						No Supervision
Low Level Responsibility No Critical Decisions						High Level of Responsibility: Make Key Decisions
ONLY Eight Hours a Day						Long Hours and Weekend Work Usual
Guaranteed Regular Hours						Possible Overtime
Variety of Duties Every Day						Similar Duties Every Day

Adapted from "What Are Work Values?" ***CAREER WORLD***, Teacher's edition, Volume 4 Number 6, Curriculum Innovations, Inc. Highwood, IL 1976.

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #4--BUILDING A PYRAMID OF PERSONAL VALUES

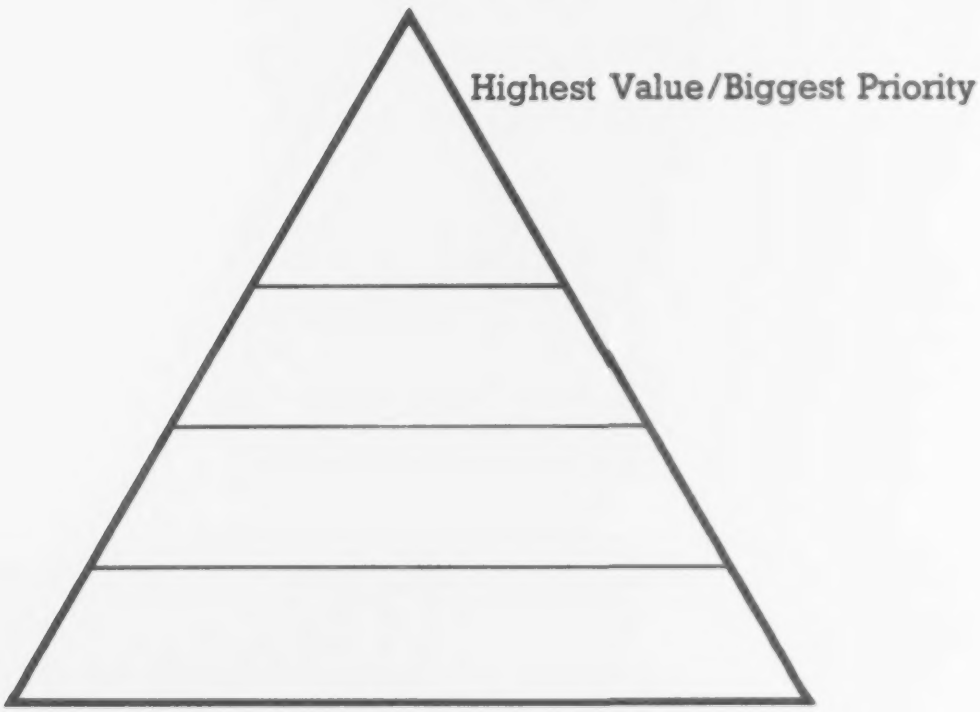
Directions: This activity will allow you to determine for yourself not only WHAT you value, but WHICH values are more important to you. You will do this by: (1) selecting four values from a list of 10 value category types, and (2) ranking these values in order of importance by building a pyramid. On the pyramid, the top layer will reflect the strongest and most important values to you, with the next three pyramid layers reflecting value importance in descending order.

Read through the main value category list and descriptions that appear below. Next, select four main categories from the list to use in identifying each pyramid layer. Finally, arrange them on the pyramid in order of priority (with the most important value(s) being written on the top layer, the next most important value(s) on the next-to-the-top layer and so forth). You will not be asked to turn in this assignment, it is for your personal use. However, your instructor may ask the class to discuss values.

VALUE CATEGORY	VALUE DESCRIPTION
JUSTICE	The quality of being impartial or fair; wanting to help rid the world of prejudice.
HUMANITARIANISM	Having a high regard for the interests and feelings of others; wanting to have a chance to serve the sick and needy.
RECOGNITION	Having a desire to be noticed, to feel significant and important; wanting to become a famous figure (a political figure, sports hero, movie star, etc.)
ACHIEVEMENT	Having a strong need to accomplish things; wanting to achieve many goals and to be appreciated and rewarded for accomplishing and achieving.
PLEASURE	Searching for personal satisfaction and gratification of your needs; wanting to pamper yourself and "live it up."
WISDOM	Having insight, good common sense and judgment; wanting to discover the meaning of life and the "real" you.

VALUE CATEGORY	VALUE DESCRIPTION
HONESTY	Being straightforward and a fair person with high integrity; wanting to rid the world of cheating and lying.
AUTONOMY	Having the ability to be independent; to be alone without being lonely; wanting to "do your own things" and not be controlled by others.
MATERIAL WEALTH	Having an abundance of material possessions; to live in luxury and perhaps be the richest person in the world.
POWER	Desire to have authority and control or influence over others; wanting to be a leader (supervisor) rather than a team player or follower (worker).

WRITE IN YOUR FOUR VALUES ON THE PYRAMID LEVELS SHOWN BELOW:



ANSWER THE FOLLOWING QUESTIONS:

1. Your value choices reflect the values which are most significant in your life today. Do you think that these will change in priority or category 10 years from now? Why or why not?

2. What benefits and/or problems might be gained from working with people who share values completely different from yours?

NAME_____

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #5--A WISH LIST AND A ROADMAP FOR GOAL SETTING

Directions: Goals are things we want to accomplish and highly desire. Identifying these wishes and desires excites us and is the first action step in achieving a goal. This activity outlines step-by-step procedures for charting a course to accomplish your goals. While it acts as your roadmap to success, also remember that there may be detours and delays along the way, but you must keep traveling toward the end result.

STEP 1: List 10 things you want in your personal "wish list":

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STEP 2: Review your list on the basis of "which things do I want most?" and "which things would I feel the happiest about accomplishing or receiving?" Put a check mark beside those items on your wish list in Step 1.

STEP 3: For the items that you checked, determine the length of time it would reasonably take to achieve them. Write an "L" beside those checked items that it would take longer than six months to get, and an "S" beside those checked items that could be achieved in less than six months.

STEP 4: Select one of the "checked-S" items that you would like to achieve and write it in the space below:

ONE OF MY SHORT-TERM GOALS IS TO _____

_____

_____

_____

STEP 5: Read the goal you wrote down in Step 4 and list below factors that could help or hinder your progress in reaching this goal (such as other people's influence, money, timing, availability, internal traits, etc.) Be specific in describing these factors. Try to list at least four factors in each column.

	FACTORS THAT WILL HELP		FACTORS THAT WILL HINDER
1.	_____	1.	_____
	_____		_____
2.	_____	2.	_____
	_____		_____
3.	_____	3.	_____
	_____		_____
4.	_____	4.	_____
	_____		_____

STEP 6: Write a brief paragraph describing how you will feel, look, or act when you accomplish this goal:

STEP 7: Identify a subaccomplishment or mini goal-attaining event that you might achieve (for example, if your goal is to lose 15 pounds, a subaccomplishment might be losing the first five pounds; if your goal is to get a pay increase at work, subaccomplishment goals might be always arriving on time, finishing projects, receiving praise from the boss).

A SUBACCOMPLISHMENT IS:

STEP 8: When you achieve even a subaccomplishment, it is time to reward yourself for your achievement! List what rewards you will give yourself, such as a hot fudge sundae after losing the first five pounds or receiving a pat on the back from your boss.

CONGRATULATIONS TO ME! I WILL REWARD MYSELF BY: _____

_____

STEP 9: Success is now becoming a reality! All you have to do is follow your dream that you described in the previous steps and you will accomplish your goals with a lot less stress and strain than you imagined.

STEP 10: Repeat Steps 4-8 for a "checked-L" item on your wish list from Step 1 to chart a course for achieving a long-term goal. Review this goal-setting exercise (particularly Steps 7-9) in three months to see if you are keeping on schedule with your goal accomplishment plans.

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #6--DISCOVERING HOW MOODY YOU ARE

Directions: Research has found that certain colors, weather patterns, and situations tend to trigger thoughts and internal messages that cause a shift in one's mood. Becoming aware of what things often affect one's mood is the first step to keeping extreme moodiness under control. This self-management is vital for successful human relations at work.

For each of the mood-determining situations listed below, decide if they apply to you. If so, write "yes" in the blank to the left of the statement. If a statement does not seem to affect your mood, write "no" in the blank.

You will not be asked to turn in this assignment sheet; it is for your personal use. Your instructor may ask the class to discuss causes and effects of moods.

_____ 1. I get moody when people pick on me.

_____ 2. I get moody when I do not seem to get my way a lot.

_____ 3. I get moody when I do not get enough sleep.

_____ 4. I get moody when I am under tension.

_____ 5. I get moody when I am in a crowd.

_____ 6. I get moody when I am alone.

_____ 7. I get moody when people ignore me.

_____ 8. I get moody when I am not the center of attention very often.

_____ 9. I get moody when people are late for a date or appointment with me.

_____ 10. I get moody when I lose a game or other competitive event.

_____ 11. My moods seem to control my behavior.

_____ 12. When I am down in the dumps, I usually get a headache.

_____ 13. It bothers me to be around moody people.

_____ 14. When I am down in the dumps, I do not want to get out of bed in the morning.

_____ 15. My friends consider me a moody person.

Directions for scoring: To find out how well you manage your moods, count the number of "yes" answers and "no" answers.

_____ "yes" total _____ "no" total

Next, find where your totals appear on the rating descriptions below:

5-10 yes 5-10 no	Your moods are fairly well-balanced - normal.
8-12 yes 3-4 no	You tend to be rather moody and this could hinder your work relationships.
7-12 no 3-5 yes	You might be too guarded and unemotional. This could hinder your forming strong or close working relationships.

Part Two: Now that you have identified when you are most likely to be moody, try listing why you think you get moody. To what extent does the weather, season, and environment affect your moods?

Why I think I become moody:

1.

2.

3.

4.

5.

Part Three: Below, list some things you can do to improve your disposition or moody spells:

1.

2.

3.

4.

5.

GETTING TO KNOW YOURSELF!

UNIT II

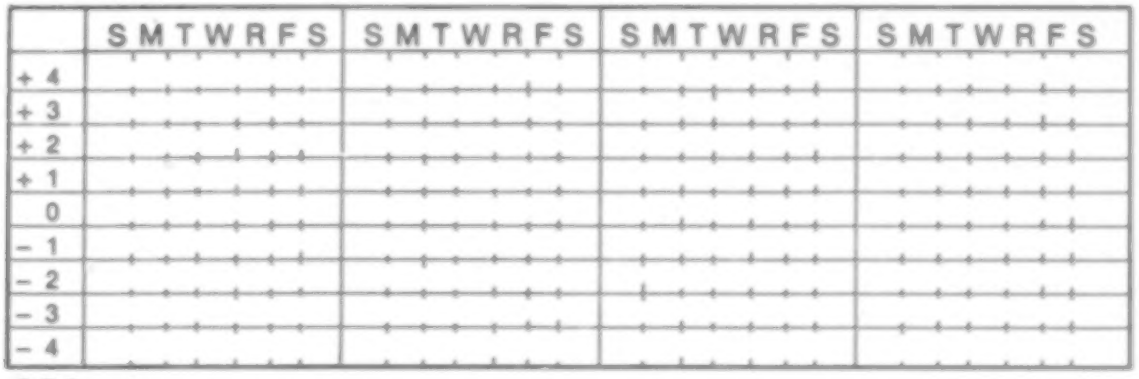
ASSIGNMENT SHEET #7--CHARTING YOUR MOOD CYCLES

Directions: On the chart below plot your general mood for each day. The better the mood, the higher numerical value you assign. Connect the points to form a line. Do the same on a monthly basis for the previous year, thinking back month by month. Do you see a pattern? Are certain times of the week, month, or year high or low times for you?

This assignment sheet is for your personal use. You will not be asked to turn it in; however, your instructor may ask the class to discuss mood cycles.

DAILY

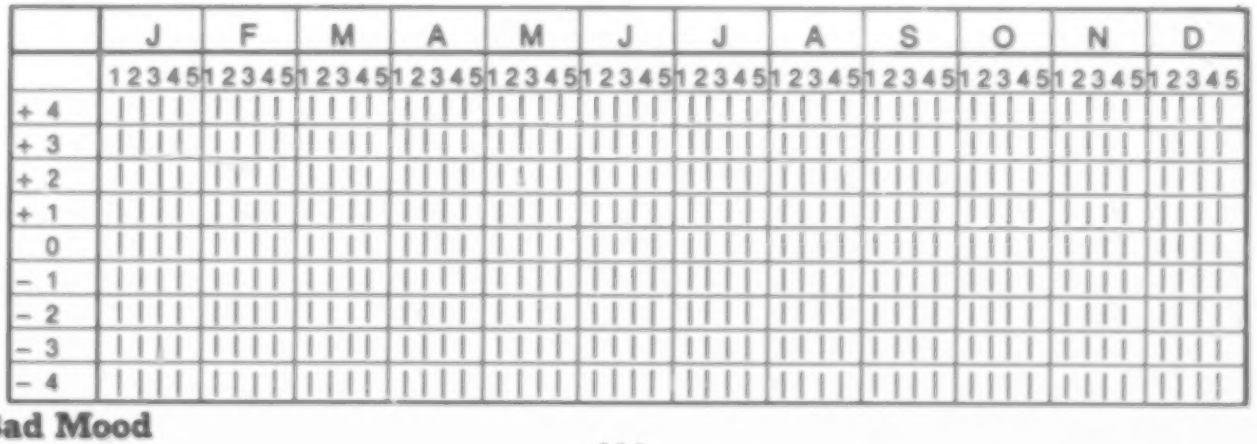
Good Mood



Bad Mood

ANNUAL

Good Mood



Bad Mood

NAME_____

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #8--YOU ARE WHAT YOU THINK - DEVELOPING A SUCCESS MENTALITY

Directions: Below are 10 statements that a person could repeat to him/herself. Read each statement and determine whether it is a POSITIVE (+) self-talk statement that reflects a healthy and success-oriented outlook, or if it is a NEGATIVE (-), cynical, or unproductive statement. Check the appropriate box on the right to indicate your decision.

		+	-
1.	"Life is full of changes and people must adapt to new things in order to grow."		
2.	"Watch out! There is someone behind every corner waiting to get you!"		
3.	"Do not get mad, get even."		
4.	"No two people are alike. Everyone has talents and abilities unique to them."		
5.	"I believe every cloud has a silver lining and that I can make some good come out of any situation."		
6.	"Oh, I could not pass the Physics exam; no one in my family has ever been smart in math or science!"		
7.	"I am master of my own ship in life and have the choice and ability to chart my own course."		
8.	"Although they are not always accepted by the group, my ideas are fine and still hold value to others."		
9.	"I am so ashamed! I was not selected for even a minor role in the school play!"		
10.	"There are too many blocks in my path to go to college. I am boxed in!"		

NAME_____

GETTING TO KNOW YOURSELF!

UNIT II

ASSIGNMENT SHEET #9--CASE STUDIES ON ASSERTIVENESS

Directions: Read the information sheet on assertiveness that is attached. Then, after reading the two case studies given below, select one and describe how either Ron or Amy might behave if he/she were assertive, passive, or aggressive. You may either write out what you think each behavior type would reflect or role play the various behaviors for your classmates.

CASE #1: RON'S BURGER BUMMER

It was the fifth Saturday that Ron was scheduled to work the 10 a.m. to 2 p.m. shift at Betty's Burger Hut. He had taken the job as grill chef only a short time before and was having to work on Saturdays and weekday evenings when his basketball practices and games were not held. He liked this part-time job because the manager, Mr. Smith, was an all-around nice guy and also because his best friend, Bob, worked there with him. Today, though, Ron was really tired. He had to work late last night because Bob had the flu and had not been able to work. Ron was anxiously looking forward to 2 p.m. when he would be able to go home and rest up for the big Saturday night basketball game against the school's biggest rivals. He had to report to the gym and prepare for the game by 6 p.m., and Ron figured that he would have just enough time for a little nap and shower before reporting to his coach.

As he looked up at the clock on the wall over his burger grill one more time, Mr. Smith walked over to him with a somewhat apologetic look on his face and asked Ron if he could possibly work until four this afternoon. It seemed that Bob had just called and was still feeling bad, and Mr. Smith would really be short-handed if Ron could not stay and help out.

USING THE INFORMATION GIVEN ABOUT RON'S FEELINGS, DESCRIBE HOW HE MIGHT RESPOND TO MR. SMITH'S REQUEST IF HE WERE TO ACT:

PASSIVELY:

AGGRESSIVELY:

ASSERTIVELY:

CASE #2: AMY'S SAD SATURDAY

Amy had really had a busy week. She was certainly thankful that Saturday had finally arrived so she would have time to do some things just for Amy--not for her mother, her father, or her friends--just for herself!

As Amy started gathering up her nail file, fingernail polish, and other essentials to give herself a luxurious manicure, she mentally planned her day. She had an appointment for a haircut in an hour. After that, she decided that it would be nice to join some girlfriends for lunch and do a little shopping at the Mall. Even a movie matinee might be worked into her "fun day!"

Her plans quickly came to a shrieking halt when her best friend Maegan telephoned. Maegan was in a panic. She desperately needed to spend some time at the library this afternoon to finish up researching the Civil War so that she could write her term paper that was due Monday morning. She begged Amy to help her out by babysitting for "just an hour or so" with Jackie, her two-year-old sister. Maegan told Amy that, as her closest friend, Amy should do this one favor for her so that Maegan's teacher would not flunk her and so that Maegan's mother would not "kill" her for not babysitting while she was gone visiting a sick uncle at the hospital. Maegan promised to be back from the library by noon and would be "forever indebted" to Amy for babysitting with Jackie.

USING THE INFORMATION GIVEN ABOUT AMY'S FEELINGS, DESCRIBE HOW SHE MIGHT RESPOND TO MAEGAN'S REQUEST IF SHE WERE TO ACT:

PASSIVELY:

AGGRESSIVELY:

ASSERTIVELY:

THE NEW COMMUNICATING TOOL--ASSERTIVENESS!

WHAT IS IT? A technique in communicating used to reflect the basic rights of all human beings: to judge your own behavior, to take responsibility for the initiation and consequences of your own behavior, to ask for what you want and to say no without feeling guilty.

WILL I RECOGNIZE IT? Yes, when you compare assertive behavior with the other three types of common behavior:

PASSIVE BEHAVIOR STYLE--When you act and speak as if other people have more rights than you do, or as if your rights do not count as much as theirs. ("Is it OK?", "It is not my place to...", "I do not care.")

Means--You are OK, I am not OK and I discount myself.

AGGRESSIVE BEHAVIOR STYLE--When you take your own rights at the expense of others and discount theirs. Your rights are more important than theirs and your needs come first. ("You never take me out," "Why do you always do that?", "I want..."

Means--I am OK, you are not OK and only I count.

PASSIVE/AGGRESSIVE BEHAVIOR STYLE--When you appear to be passive but are like a sniper waiting to kill. Do not get mad, get even philosophy. You say OK, but you know you think it is dumb and will not do it (like a turncoat). ("Just wait, I will get you," "She will get hers.")

Means--I am OK, but I act as if you count.

HOW DO I ACT ASSERTIVELY?

1. Omit the word "but" from your vocabulary ("I would like to help you, but I do not...I have to ....")
2. Use the word "and" often ("I would like to help you and I am afraid I will not be able to.")
3. Make direct eye contact.
4. Know when to stop explaining.
5. Say "no" softly and do not feel guilty.
6. Lower your voice.
7. Be velvet-firm.

8. Remember your basic rights:

   a. To ask for what you want
   b. To say no without guilt
   c. To make mistakes

9. Avoid excessive apologies, pleading, and constantly asking permission.

Assignment Sheet #10: Appropriate Dress

Directions: The drawings below depict two individuals that are ready to participate in a job interview. Look at each of the figures and list in the appropriate spaces those qualities that make one applicant a "winner" and the other a "woeful" applicant. Be prepared to discuss your answers in class.

Winner Wilma

Woeful Wilma

119

99

100

AS 10

GETTING TO KNOW YOURSELF

UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

This assignment sheet will not be turned in. Student may be given credit for participation.

ASSIGNMENT SHEET #2

This assignment sheet will not be turned in. Student may be given credit for participation.

ASSIGNMENT SHEET #3

Answers will vary. Student may be given credit for participation.

ASSIGNMENT SHEET #4

This assignment sheet will not be turned in. Student may be given credit for participation.

ASSIGNMENT SHEET #5

Answers will vary. Student may be given credit for participation.

ASSIGNMENT SHEET #6

Part One:

Answers will vary. Student may be given credit for participation.

Part Two: (Suggestions for lists)

1. Many people tend to be more moody during certain seasons (as reflected in the "winter blahs" or "summer dog days").

2. Certain colors have been found to affect moods. People working in a sunny yellow room would be less depressed than those working in a grey, dark environment.

3. Moods are reactive to the atmosphere. If everyone around you is cynical and down, your positive mood could change to a depressed one.

4. Barometric pressure has been found to directly correlate to moods. A high pressure dominance contributes to happier, brighter moods and low pressure tends to make people more anxious or negative. Changes in barometric pressure will often trigger general mood swings.

Part Three:

1. Exercise; eat a high protein snack.

2. Whistle or hum a happy tune.

3. Get involved in doing something different (work on a hobby, etc.)

4. Reflect on the positive aspects of your day or your life (take time to smell the roses).

5. Ask yourself, "Do I choose to let this mood control me and my day?" You have a choice!

ASSIGNMENT SHEET #7

This assignment sheet will not be turned in. Student may be given credit for participation.

ASSIGNMENT SHEET #8

+Postive/Success-oriented = 1, 4, 5, 7, 8

-Cynical/Unproductive = 2, 3, 6, 9, 10

ASSIGNMENT SHEET #9

BOB'S BURGER BUMMER (Suggestions for answers)

PASSIVE BEHAVIOR RESPONSES: "Okay, I will work until 4 o'clock." (Will comply grudgingly and will tend to feel guilty.)

AGGRESSIVE BEHAVIOR RESPONSES: "NO!" I will not work late. I worked late last night, for crying out loud! You have no right, Mr. Smith, to ask me to work late again! If I work late, I will be too tired for the game and the team will lose--and it will be all your fault!"
(Will be angry--at Mr. Smith, at Bob, and at himself, but will not bend to the rights of others.)

ASSERTIVE BEHAVIOR RESPONSES: "I can work until only 3 o'clock and then I need to leave in order to rest for my basketball game tonight."
(Doesn't overexplain and offers a compromise.)

AMY'S SAD SATURDAY (Suggestions for answers)

PASSIVE BEHAVIOR RESPONSES: "Okay, Meg. Because you are my best friend (and I do not want you to be mad at me), I will sit with Jackie."
(Cancels her hair appointment and concedes to Maegan's request for fear of rejection.)

AGGRESSIVE BEHAVIOR RESPONSES: "Are you crazy? I most certainly will not ruin my day to babysit for your dumb little sister! Besides, it is your fault that you have not done your silly research for the term paper. You always put things off and then expect me to bail you out!

(Resorts to name-calling and blaming the other person.)

ASSERTIVE BEHAVIOR RESPONSES: "Maegan, you are my friend, and I want to help you out, and I will not be able to because I have made other plans for this morning."
(Does not over explain or feel guilt by saying "no"--might offer a compromise to sit later in the day after she returns from shopping; or might suggest an alternative plan for Maegan to do her library work after her mother returns home from the hospital and can stay with Jackie.)

ASSIGNMENT SHEET #10

Winner Wilma

Neatly combed hair
Clean hair
Conservative style suit
Tailored, high-neckline blouse

De-emphasized jewelry
Low-heeled shoes
Longer length skirt hemline
Light use of make-up

Woeful Wilma

Uncombed hair
Heavy make-up
Noisy, large jewelry
Low, off-the-shoulder neckline
Mini-length skirt
Hose with "runs" or holes
High, high heels
Smoking in interview office

104

NAME_____

GETTING TO KNOW YOURSELF!
UNIT II

TEST

PART ONE

1. To enhance success in employment which of the following would generally not be appropriate dress for work?

   a. An exotic print shirt
   b. A necktie with a picture of a fish on it
   c. A mini-skirt
   d. A ruffled blouse

2. To enhance self-image and success on-the-job which of the following would generally not be appropriate grooming for work?

   a. Tightly permed hair
   b. Heavily floral-scented perfume
   c. The "macho" three-day old beard look

PART TWO

1. Which of the following describes the three elements needed for goals to be successful?

   a. Modifiable, attainable, changeable
   b. Motivational, attainable, rigidly set
   c. Motivational, attainable, flexible

2. What does L.S.\M.F.T. stand for as it relates to self-esteem?

   a. Low self-esteem means friction and trouble.
   b. Low self-esteem means failure to talk.
   c. Low self-esteem means a failing team.
   d. Low self-esteem means fear of trusting.

Part Three

Directions: Answer each statement below by listing important items and considerations related to the topic.

1. What benefits do you, as a person and as an employee, receive from identifying your individual traits and gaining more self-awareness?

2. List four main communicative behaviors.

   a.

   b.

   c.

   d.

3. Name four ways that a person "blocks" or prevents behaviors that will strengthen or develop self-confidence.

   a.

   b.

   c.

   d.

PART THREE

Directions: Identify, define, or explain the following:

1. Values:

2. Cynics:

3. Success mentality:

4. Moods:

GETTING TO KNOW YOURSELF!

UNIT II

ANSWERS TO TEST

PART ONE

1. c
2. c

PART TWO

1. c
2. a

PART THREE

1. Self-awareness enables a person to define and identify his/her unique talents, attitudes, and personality traits that will affect their performance at work and in life. The process of self-awareness also may identify areas that might need to be improved or changed through growth for greater productivity and achievement in life.

2. Passive, agressive, passive-aggressive, assertive

3. Four of the six "Blocks to Self-Confidence" presented on Transparency TM-6:

   A fear of growth, change and risking

   Procrastinating

   "Giving away" your talents and abilities to others

   Guilt feelings

   Quitting and/or giving-up

   Using the "if only" excuse

PART FOUR

1. Values: Attitudes and beliefs held by an individual that are strong enough on which to base opinions, decisions, and actions.

2. Cynics: People who have a generally scornful and untrusting attitude toward others.

3. Success mentality: A positive, "can-do," and achievement-oriented attitude toward others, reflected in appropriate "winner" behaviors.

4. Moods: Temporary states of mind or general feelings that can affect a person's behavior.

SELF-MANAGEMENT SKILLS

UNIT III

UNIT OBJECTIVE

After completion of this unit, the student will identify behaviors reflecting positive self-management and interpret his/her relationship to emotional well-being and productive job performance.

SPECIFIC OBJECTIVES

After completion of this unit, the student will:

1. Given information presented by the teacher, define terms associated with demonstrated behaviors of self-management by attaining 85 percent accuracy on the Unit Test.

2. Given information presented by the teacher, identify personal characteristics in success-oriented and self-disciplined behaviors by attaining 85 percent accuracy on the Unit Test.

3. Given information presented by the teacher, distinguish between personal wants and needs as they relate to emotional and physical well-being by attaining 85 percent accuracy on the Unit Test.

4. Given information presented by the teacher, recognize coping styles used in dealing with conflicts by attaining 85 percent accuracy on the Unit Test.

5. Given information presented by the teacher, contrast left- or right-brain hemisphere-dominance as they relate to productivity on the job by attaining 85 percent accuracy on the Unit Test.

SELF-MANAGEMENT SKILLS

UNIT III

SUGGESTED ACTIVITIES

I. Instructor

A. Read unit notes to the teacher.

B. Provide students with objective sheet.

C. Provide students with information sheets and assignment sheets.

D. Make transparencies.

E. Discuss unit objectives.

F. Discuss information sheets, assignment sheets, and topics in content outline.

G. Give test.

II. Student

A. Read objective sheet.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit

A. Objective sheet

B. Information sheets

1. Terms

2. Content topic outline

C. Transparency Masters

1. TM #1--Success Medals
2. TM #2--Got a Problem?...
3. TM #3--Left Hemisphere
4. TM #4--Right Hemisphere

D. Assignment Sheets

1. Assignment Sheet #1--Is It a "Want" or a "Need"?
2. Assignment Sheet #2--Writing an Advice Column
3. Assignment Sheet #3--How Do You Deal with Conflict?
4. Assignment Sheet #4--Are You Left- or Right-Brained?

E. Answers to Assignment Sheets

F. Test

G. Answers to Test

II. References

A. Books

1. Albrecht, Karl. Brain Power: Learning to Improve Your Thinking Skills. Englewood Cliffs, NJ: Prentice-Hall, 1980.

2. Bramson, Robert M. Coping with Difficult People. New York: Ballentine-Random House, 1981.

3. Daggett, Willard R. The Dynamic of Work. Cincinnati: South-Western Book Co., 1984.

4. Daggett, Willard R., and Martin J. Marrazo. Solving Problems/Making Decisions. Cincinnati: South-Western Book Co., 1983.

5. Donovan, P., and J. Wonder. Whole Brain Thinking. New York: William Morrow and Company, 1984.

6. Edwards, Betty. Drawing on the Right Side of the Brain. New York: St. Martin's Press, 1978.

7. Gooch, Bill, Lois Carrier, and John Huck. Work: Pathway to Independence. Chicago: American Technical Society, 1979.

8. Hansen, Joan. Comprehensive Guide for Exploratory Home Economics. Columbia: University of Missouri-Columbia Instructional Materials Laboratory, 1984.

9. Sexual Harassment on the Job. Columbia, MO: Instructional Materials Lab, University of Missouri-Columbia.

10. McCarthy, Bernice. The 4Mat System: Teaching to Learning Styles with Right/Left Mode Techniques. Barrington, IL: Excel, Inc., 1980.

11. Parham, Christine A. Basic Psychology for the Work Life. Cincinnati: South-Western Book Co., 1983.

12. Samples, Bob. The Metaphoric Mind. Reading, MA: Addison-Wesley Publishing, 1976.

13. Sperry, Roger. Left Brain, Right Brain, In Mind and Supermind. Ed. Albert Rosenfeld. New York: Holt, Rinehart & Winston, 1974.

B. Audio-visual Resources

1. Human Relations for Success in Business. MPC Educational Publishers, New York, 1986.

2. Ten Qualities of a Total Winner. With Denis E. Waitley, 1986 (10 cassettes).

3. Understanding Stress and Conflict. Chatsworth, CA: Career Aids, Inc., 1983. (3 color filmstrips, 3 cassettes, teacher's guide).

4. Your Personality: The You Others Know. Guidance Associates, 757 Third Avenue, New York, NY 10017.

C. Computer Assisted Instruction

1. Problem Solving, Stress and Conflict. Chatsworth, CA: Career Aids, Inc., 1986. (3 disks with back-up, program guide, teacher's guide; available for Apple and IBM microcomputers).

SELF-MANAGEMENT SKILLS

UNIT III

UNIT NOTES TO THE TEACHER

A worker and/or student who is considered productive and successful will possess strong skills in self-management. The concept of teaching these skills has been approached in this guide from an awareness and identification level. Self-monitoring and individual responsibility for growth and management are stressed. A suggestion to you as an instructor is to determine the beginning awareness level of these concepts and, if they are fairly advanced, take the concepts presented in this unit (Maslow's Hierarchy, left/right brain dominance, conflict resolution, etc.) one step further with discussions on how self-management skills affect a person's job performance and emotional well-being.

An information sheet has been attached to the end of Assignment Sheet #3 that describes the five conflict resolution styles designed by Thomas and Kilmann, management consultants and authors. You may hand these pages out to the students or use the information as a lecture base. Transparency Master #2 also enhances this concept visually.

Assignment Sheet #2 could be made on an individual basis or used as a small group activity in which each group would discuss the letter content.

SELF-MANAGEMENT SKILLS

UNIT III

INFORMATION SHEET

I. Terms and Definitions

A. Argument--A quarrel or disagreement between people that is often based on threats to one's code of conduct or beliefs.

B. Conflict--An incompatible or hostile situation in which opposing values, desires, or ideas arise between two or more people.

C. DYNA-PSYC--The self-management technique that results in a person internally motivating him/herself by thinking positive, achievement-oriented thoughts and encouraging a "can-do" attitude.

D. I+A+C=R--A problem-solving formula whose elements identify the steps to go through in order to resolve a conflict situation. IDENTIFICATION + ALTERNATIVES + CHOICES = RESOLUTION.

E. Initiative--The taking of an introductory step in order to start action or change in behavior. On-the-job initiative would be evidenced by performing duties or tasks without being told to do so by a supervisor. Employees with initiative reflect a positive work attitude.

F. Maslow's Hierarchy of Needs--A sequenced identification listing of five basic needs of human beings outlined by psychologist Abraham Maslow. These needs (as listed by satisfaction priority) are: physiological, safety, belongingness, esteem, and self-actualization needs.
(NOTE: a NEED is something that is required for a person's well-being.)

G. Monochronic time--Time usage that is measurable in specific units such as days, hours, or minutes. Left-brain dominant people usually manage their time and plan their activities in this manner.

H. Perseverance--The result of persisting or standing steadfast in performing an activity or holding on to a belief despite setbacks. An employee will demonstrate perseverance on the job by finishing a task or completing a task even when the "going gets tough."

I. Polychronic time--Time usage that is not measurable in specific units, but rather in terms of more relative and complex factors based on feelings and emotions (e.g., "how long will it take a person to feel comfortable and successful in a new job situation?") Right-brain dominant people usually behave in ways that reflect time management in this polychronic manner.

J. Risk--To change, adapt, or modify behaviors that include certain psychological and/or emotional dangers such as the danger of damaging relationships, showing vulnerability, or undergoing personal growth.

K. Tact--Behaviors and communications that reflect a desire not to hurt another's feelings or cause anger/conflict. An employee who demonstrates tact will reflect strong human relationships and positive attitudes on the job.

Related Materials

II. Self-management is an internally generated process that involves:

A. Self-discipline and monitoring of one's behaviors

B. Self-motivation and enthusiasm in living

C. Self-improvement through goal-setting and a willingness to learn new things as a continuing part of living

D. Self-satisfaction as a result of having needs and wants met AS #1

III. Productive people usually possess these success-oriented personal characteristics:

A. They are dependable and can be counted on to do what they say they will do.

B. They are punctual and meet scheduled deadlines.

C. They are reliable and can work without constant supervision.

D. They can accept constructive criticism and evaluation.

E. They take responsibility for the consequences of their actions.

F. They exhibit a positive state of mind and tactfulness in relating to others.

G. They demonstrate a willingness to learn and show initiative and effort in performing tasks.

H. They are interested in and proud of the work jobs they complete. TM #1

IV. Productive and successful people tend to be self-disciplined.

A. They show perseverance and will continue difficult tasks until completion.

B. They do not procrastinate on starting tasks and will begin new ones often without being told.

C. They plan and organize their work for greater efficiency and adhere to their predetermined goals and deadlines.

D. They do not quit or give up when things get tough.

E. They demonstrate self-control and poise in relating to others.

F. They follow rules and procedures that result in greater productivity.

G. They practice self-monitoring techniques to insure that their actions stay within prescribed limits.

Related Materials

1. They strive for a balanced life consisting of correctly proportional amounts of work, leisure, rest, and exercise.

2. They try to center their life when it gets off-balanced and recognize the importance of "getting in touch" with oneself spiritually. AS #2

3. They monitor their actions against outcomes of achievement, growth, or other improvement criteria.

V. People who practice strong self-management are able to effectively cope with change and conflicts that come into their lives.

A. Reacting successfully to changing events requires flexibility and adaptability.

B. People with high self-esteem and self-confidence in themselves tend to react more positively in situations of change and conflict.

1. They can withstand peer pressures to behave in ways that contradict personal values.

2. They deal more effectively with situations at work involving forms of sexual harrassment.

C. Failure to cope with change is a major cause of depression and conflict.

1. Conflict can arise within a person (often seen as depression, sullenness, anxiety, or anger), or among a group of people.

2. Conflicts usually cause uncertainty and some frustration anxiety.

3. Conflicts often threaten personal values or codes of conduct.

4. Conflicts are an inevitable part of living and bring both positive and negative results.

   a. An advantage of conflicts is that they put values and relationships to a test that evaluates their strength.

   b. Poor resolutions of conflicts can destroy self-esteem and weaken relationships.

D. When conflicts occur, a person can react in several ways:

   1. He/she can negotiate the problem through a compromise.

   2. He/she can use collaboration to design workable solutions.

   3. He/she can avoid the situation and hope it disappears.

   4. He/she can accommodate others involved in the conflict through passive and uncooperative behavior.

   5. He/she can turn the conflict into a power game and strive to win at the expense of others. TM #2

E. One way to cope with conflicts is to use the problem-solving formula:
   I + A + C = R

   1. IDENTIFY and evaluate the issues or actions (not personalities) causing the conflict.

   2. After analyzing the situation, think of several ALTERNATIVES that would work in coping with the conflict.

   3. Make a CHOICE on which alternative action would be best suited for an individual conflict situation.

Related Materials

4. Feedback from others on the choice will help determine whether the conflict has been RESOLVED. If it has not, repeat the formula steps. AS #3

VI. A person's reactive behaviors and degree of self-management often are a result of his/her brain hemisphere dominance and usage.

A. A person who uses the left brain hemisphere is said to be "left-brained" and usually exhibits these behaviors:

1. Better use of time

2. More logical, rational thinking patterns

3. Closer attention paid to detail

4. Decision-making as a result of analyzing facts and results TM #3

5. A more realistic outlook on life

6. End result or product oriented

B. A person who uses the right brain hemisphere is said to be "right-brained" and usually exhibits these behaviors:

1. Spends more time dreaming and fantasizing

2. Tends to procrastinate and leave projects unfinished

3. Contributes greater numbers of creative ideas and innovations to a situation

4. Enjoys more fun through spontaneous actions

5. Has more artistic expression and creativity TM #4

Related Materials

6. Makes decisions based on feelings — AS #4

C. A person who is "whole-brained" shows no particular preference for hemisphere dominance reflected in behaviors.

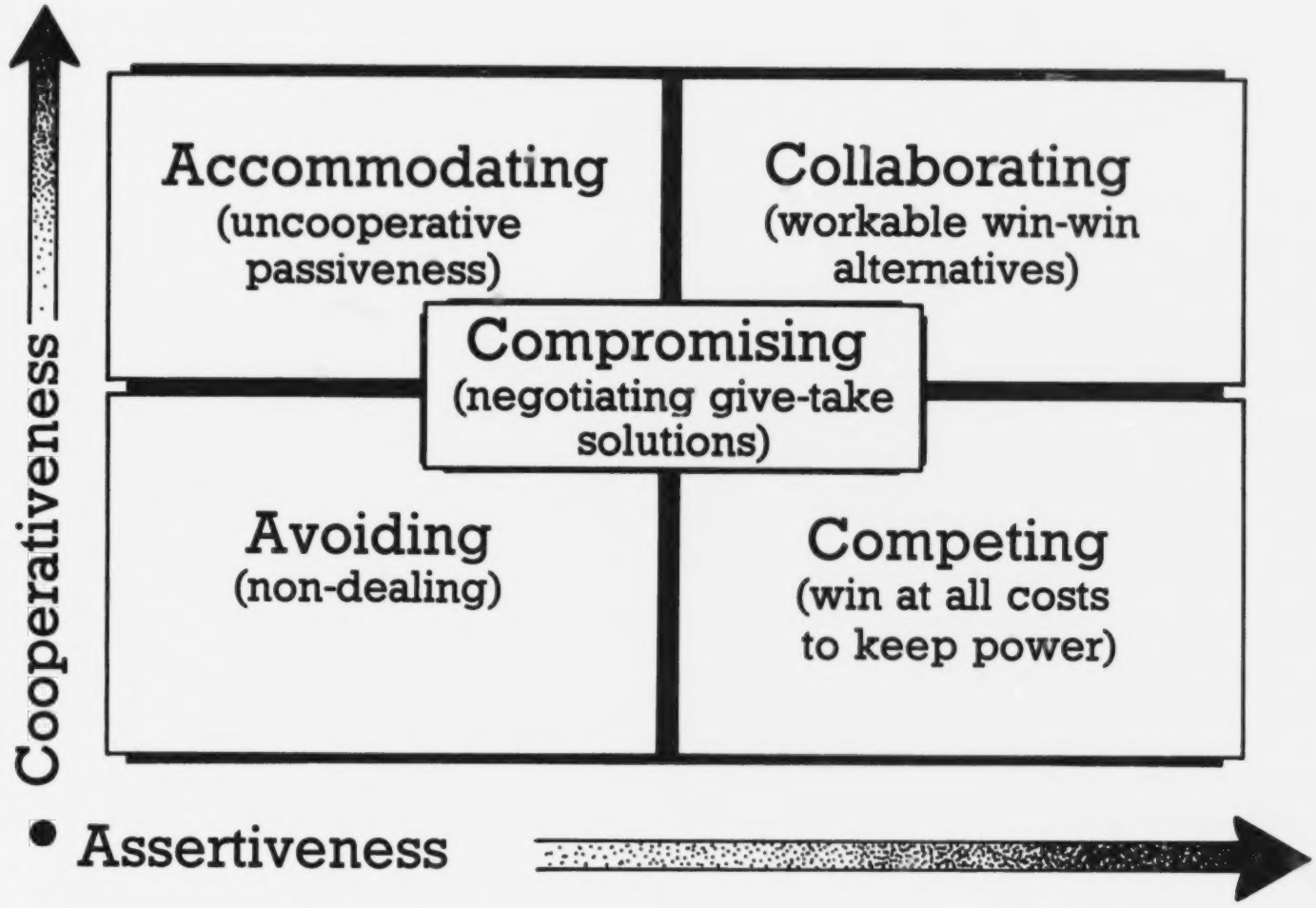
D. There is no "good or bad" or "acceptable or unacceptable" hemisphere dominance. Brain hemisphere dominance merely identifies an internally triggered behavior preference.

Don is getting a raise and a promotion! What "success medals" should he also receive?

All of them!

Got a Problem?

Which way is best to resolve it?

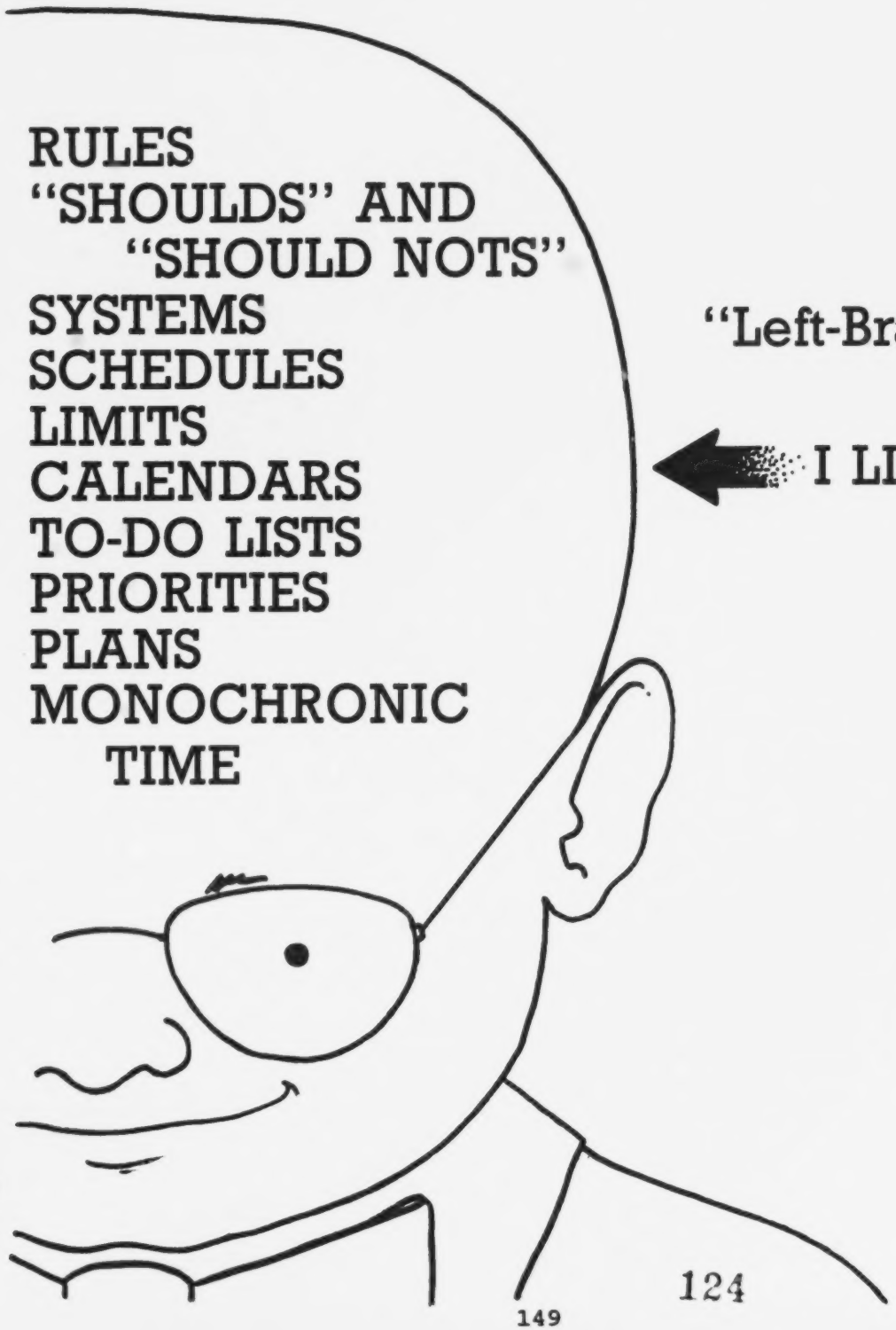


122

123

TM 2

Left Hemisphere...



Right Hemisphere...

"Right-Brainers"

I LIKE

NAME_____

SELF-MANAGEMENT SKILLS

UNIT III

ASSIGNMENT SHEET #1--IS IT A "WANT" OR A "NEED"?

Directions: Everyone has things they want or desire badly. When we are able to get the things we want, we feel happier. Then, there also are things that we may or may not want, but that we need in order to maintain our health.

Below are 10 descriptive statement/category choices. For each choice, decide which statement describes a need and which describes a want. Check the appropriate column.

	NEED	WANT
Food:		
1. A candy bar as dessert after a large dinner		
2. A breakfast after eight hours of sleep that includes foods from the four essential food groups		
Clothing:		
1. A winter coat to replace the one you have outgrown		
2. A decorative pin to wear on the lapel of your new winter coat		
Transportation:		
1. A bus token pass to transport you to work		
2. A red convertible to drive to pick up your date Saturday night		
Health:		
1. Taking a daily vitamin supplement		
2. Jogging an extra three miles over your normal three		
Leisure:		
1. Going to a movie with friends		
2. Staying up until 4 a.m. after the prom		

	NEED	WANT
Appearance:		
1. Shaving before a job interview		
2. Getting your hair permed		
Education:		
1. Receiving a high school diploma		
2. Receiving a black belt in karate		
Social:		
1. Having one close friend you can talk to about anything		
2. Getting an invitation to a birthday party		

NAME_____

SELF-MANAGEMENT SKILLS

UNIT III

ASSIGNMENT SHEET #2--WRITING AN ADVICE COLUMN FOR THE SELF-MANAGEMENT SENTINEL

Directions: When completing this exercise, you get to play "Ann Sanders" and write advice answers for a newspaper column in the Self-Management Sentinel newspaper. Below are two letters you received in the mail today from people seeking your help. Write your advice to them on a separate sheet of paper.

Letter #1:

Dear Ann:

I need help! I just can't seem to get my act together! I don't like myself very much anymore and don't know where or how to start changing for the better.

It all started a year ago when I gained a lot of weight. I looked in the mirror one day and almost cried. I really hated myself the way I looked.

Things went downhill from there. I didn't feel like being with anyone, so I quit my job as school yearbook editor and gave up my position on the soccer team. I threw myself into my school work and spent all my after school hours studying.

As a result of my actions I was able to make straight A's last quarter. My parents and teachers were delighted. Everyone was elated but me. I'm not happy with my grades, myself, or my life. Ann, help me get balanced in my life again! How do I get started?

Sincerely,
"Fat Francine" in St. Louis

Letter #2:

Dear Ann:

What do you do with a "punk" kid you've got working for you after school in your grocery store who's driving you crazy? I hired Jamie, my sister's son, to help stock and bag groceries for me after school. I pay him well, but he's just not cutting it. He's always late for work and never will ask a customer if he can help them. I always have to tell him to help or to do a task. He needs constant supervision and I really don't feel like I can depend on him to do a good job.

Ann, what's wrong with this kid's attitude? How can I help him to change for the better?

Sincerely,
Frustrated in Franklin

SELF-MANAGEMENT SKILLS

UNIT III

ASSIGNMENT SHEET #3--HOW DO YOU DEAL WITH CONFLICT?

Directions: Reflect on some of the situations you've been involved in that produced some form of conflict either within you, towards others, or within a group. How did you react to these situations? In general, did you try to avoid them, try to find a compromise solution, or want to "win" the conflict?

Below are some statements that describe suggested responses to a conflict situation. Read each statement and, if you think it mirrors how you think you would react, place a check mark beside that statement. Remember to think about each response in general terms and to go with your first reaction to the statement. There are no right or wrong answers. You will not be asked to hand in this assignment, but your instructor may ask the class to discuss ways of dealing with conflict.

___ 1. I think it is better to sometimes let others take responsibility for solving the problem.

___ 2. If it makes the other person happy, I do not try to change his/her views on the situation.

___ 3. I usually try very hard to voice my opinion and get my points made.

___ 4. Often, I believe it is best to take a "middle-of-the-road" approach to solving group problems.

___ 5. I sometimes shy away from taking positions that would create more trouble or controversy.

___ 6. It takes effort to get my way, but it is worth it.

___ 7. There is already too much stress in the world; I try not to create useless tensions.

___ 8. In order to keep a friend, I might try to soothe my friend's feelings.

___ 9. I think it is always best to get all concerns and issues immediately out in the open.

___ 10. Sometimes I like to postpone dealing with the conflict until I have a chance to think it over.

___ 12. Rather than negotiate on things about which we each disagree, I try to stress those areas that we agree on.

___ 13. I am usually firm in pursuing my goals.

___ 14. I try not to hurt the other person's feelings.

___ 15. I like to find a compromise solution.

After you have read and checked the above statements that you believe generally reflect your conflict--coping behavior, your instructor will identify the conflict-management style for each statement.

For the columns below, as the instructor reads the conflict style that the above statements represent, look at the statement number to see if you "checked" it and make a tally mark below in the appropriate style column.

ACCOMMODATING	COMPETING	COLLABORATING	AVOIDING	COMPROMISING

Which column has the most tally marks? This indicates in a very general way your style of behavior in dealing with conflict.

Answer these questions for deeper understanding and insight:

1. Which style would probably be the most aggressive/assertive in communicating?

2. Which would be the most passive style?

3. Which style would require the most cooperation to achieve a resolution?

4. Do you think one style would be better in handling conflicts on the job? If so, identify this style and describe why you think this is so.

5. Which style would require the highest level of self-management or discipline? Why?

SELF-MANAGEMENT SKILLS

UNIT III

ASSIGNMENT SHEET #3--HOW DO YOU DEAL WITH CONFLICT?

Directions: Reflect on some of the situations you've been involved in that produced some form of conflict either within you, towards others, or within a group. How did you react to these situations? In general, did you try to avoid them, try to find a compromise solution, or want to "win" the conflict?

Below are some statements that describe suggested responses to a conflict situation. Read each statement and, if you think it mirrors how you think you would react, place a check mark beside that statement. Remember to think about each response in general terms and to go with your first reaction to the statement. There are no right or wrong answers. You will not be asked to hand in this assignment, but your instructor may ask the class to discuss ways of dealing with conflict.

___ 1. I think it is better to sometimes let others take responsibility for solving the problem.

___ 2. If it makes the other person happy, I do not try to change his/her views on the situation.

___ 3. I usually try very hard to voice my opinion and get my points made.

___ 4. Often, I believe it is best to take a "middle-of-the-road" approach to solving group problems.

___ 5. I sometimes shy away from taking positions that would create more trouble or controversy.

___ 6. It takes effort to get my way, but it is worth it.

___ 7. There is already too much stress in the world; I try not to create useless tensions.

___ 8. In order to keep a friend, I might try to soothe my friend's feelings.

___ 9. I think it is always best to get all concerns and issues immediately out in the open.

___ 10. Sometimes I like to postpone dealing with the conflict until I have a chance to think it over.

___ 12. Rather than negotiate on things about which we each disagree, I try to stress those areas that we agree on.

___ 13. I am usually firm in pursuing my goals.

___ 14. I try not to hurt the other person's feelings.

___ 15. I like to find a compromise solution.

After you have read and checked the above statements that you believe generally reflect your conflict--coping behavior, your instructor will identify the conflict-management style for each statement.

For the columns below, as the instructor reads the conflict style that the above statements represent, look at the statement number to see if you "checked" it and make a tally mark below in the appropriate style column.

ACCOMMODATING	COMPETING	COLLABORATING	AVOIDING	COMPROMISING

Which column has the most tally marks? This indicates in a very general way your style of behavior in dealing with conflict.

Answer these questions for deeper understanding and insight:

1. Which style would probably be the most aggressive/assertive in communicating?

2. Which would be the most passive style?

3. Which style would require the most cooperation to achieve a resolution?

4. Do you think one style would be better in handling conflicts on the job? If so, identify this style and describe why you think this is so.

5. Which style would require the highest level of self-management or discipline? Why?

INFORMATION ABOUT CONFLICT RESOLUTION

Provided below are descriptions about each of the five general ways (styles) people handle conflict:

1. Avoiding: This style is unassertive and uncooperative. The individual does not immediately pursue his/her own concerns or those of the other person. The individual with this style just "sticks his/her head in the sand" and does not acknowledge or address the problem.

2. Accommodating: This style is also unassertive, but is more cooperative. The accommodating person neglects his/her own rights and concerns in order to satisfy the needs/concerns of the other person. There is an element of self-sacrifice in this style and a lot of obeying and yielding to the point of view of others.

3. Competing: This style is very aggressive and uncooperative. The individual pursues his/her own concerns at the expense of others. It is a power-oriented style, with "winning" the conflict being the goal--at all costs.

4. Compromising: This is an intermediate, "middle-of-the-road" approach that is both assertive and cooperative. This style considers that the relationship between the conflicting parties after the resolution to be an important factor. The individual with this style "splits the difference," exchanges concessions, and seeks a quick, middle-ground position.

5. Collaborating: Like compromising, this style is both assertive and cooperative. It involves an attempt to work with the other person to find a solution that fully satisfies the concerns of all parties. It is sometimes called the "win-win" style because neither party has to "give-up" anything. When there is enough time to resolve the conflict, this style is the preferred one in terms of respect for self and relationships with others.

NAME_____

SELF-MANAGEMENT SKILLS

UNIT III

ASSIGNMENT SHEET #4--ARE YOU LEFT OR RIGHT BRAINED?

Directions: Read each of the descriptive statements below and decide if the actions described reflect a left brain hemisphere dominance or right brain hemisphere dominance. Check the corresponding dominance column.

		"BRAINED" LEFT	RIGHT
1.	I write a TO-DO list and stick to it.		
2.	I want to be a poet or ballet dancer when I grow up.		
3.	I often find myself daydreaming during algebra class.		
4.	I keep my checkbook balanced and am quick to spot errors in entries.		
5.	I hate to plan what I do on the weekends until 7:30 p.m. Friday night.		
6.	I make my weekend plans early in the week so that I know what to wear to school and what to save for Friday and Saturday nights.		
7.	I would make a good accountant or scientist.		
8.	I like my computer class in school because the tasks are sequenced and step-by-step.		
9.	I seem to have a million half-finished projects lying around.		
10.	I cannot study or concentrate with music playing and I organize the desktop of my study table into neat piles so I will know where to find things.		

ITEMS FOR DISCUSSION: #1 How do you think you would perform or succeed if you were a right-brained person and had a left-brained boss?

#2: Many people have developed their ability to use both brain hemispheres equally. These people are said to be "whole-brained." What advantages do you see in being whole-brained over being left- or right-hemisphere dominated?

INFORMATION ON BRAIN HEMISPHERE DOMINANCE

During the 1950's, Dr. Roger Sperry began studying the brain functions of animals and found that the brain was composed of two sides or hemispheres--a left hemisphere and a right hemisphere. From his experiments he discovered that the brain was composed of two independent minds, with each hemisphere having its own memory, recognition, and decision-making system.

What Dr. Sperry found out about animal brains was later determined to be true for humans. In the 1960's, two neurosurgeons, Phillip Voger and Joseph Bogen, continued Sperry's research on right and left brain functions and concluded that there were differences in how the two hemispheres processed information and functioned in learning behavior.

The left brain has been found to process information and stimuli in a lineal or sequential pattern, while the right brain uses a more global or perceptual process. Sperry concluded that humans apparently have two ways of thinking--a verbal or left-brained way and a non-verbal or spatial way.

Later studies proved that an individual has a tendency to use one side, or hemisphere, of the brain more than the other side. This led to the "brain-hemisphere dominance" theory.

In summary, how a person thinks, learns, perceives the world, and reacts to stimuli depends a great deal on his/her basic tendency to use one side of the brain over the other side.

There is no best or worst side of the brain to use. Both brain dominance tendencies are fine and normal. Both are important! The tendency simply points out the fact that people are different from each other!

SELF-MANAGEMENT SKILLS

UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

	NEED	WANT
Food:		
1.		X
2.	X	
Clothing:		
1.	X	
2.		X
Transportation:		
1.	X	
2.		X
Health:		
1.	X	
2.		X
Leisure:		
1.	X	
2.		X
Appearance:		
1.	X	
2.		X
Education:		
1.	X	
2.		X
Social:		
1.	X	
2.		X

ASSIGNMENT SHEET #2

Answers will vary. Evaluated to the satisfaction of the teacher.

ASSIGNMENT SHEET #3

Answers will vary. Student may be given credit for participation.

Check marks on the following numbers indicate these conflict management styles from statements 1 through 15.

1. Avoiding
2. Accommodating
3. Competing
4. Compromising
5. Avoiding
6. Competing
7. Avoiding
8. Accommodating
9. Collaborating
10. Compromising
11. Collaborating
12. Collaborating
13. Competing
14. Accommodating
15. Compromising

ASSIGNMENT SHEET #4

	LEFT	RIGHT
1.	X	
2.		X
3.		X
4.	X	
5.		X
6.	X	
7.	X	
8.	X	
9.		X
10.	X	

NAME_____

SELF-MANAGEMENT SKILLS

UNIT III

TEST

PART ONE

Directions: In the blank to the left of each item appearing immediately below, write the letter to the statement that describes or defines the item.

____ 1. argument

____ 2. tact

____ 3. initiative

____ 4. perseverance

____ 5. monochronic time

____ 6. polychronic time

____ 7. Maslow

____ 8. Dyna-psyc

____ 9. conflict

____10. risk

A. The last name of a psychologist who identified a hierarchy of human needs

B. The technique of "talking yourself up" to motivate you toward positive behaviors

C. The type of time management that is based on subjective standards such as feelings and emotions

D. A factor that is involved when one changes or adapts behaviors

E. A situation that arises when two or more people have opposing values, desires, or ideas

F. A time usage pattern often used by left-brained dominant people to measure activities against specific units

G. "The tough keep working when the going gets tough"

H. Doing a necessary task without being told

I. Communicating carefully so as not to hurt another person's feelings

J. A quarrel or disagreement

PART TWO

Directions: Demonstrate your knowledge of the concept of self-management by listing the following:

1. Four personal characteristics that would describe a productive, success-oriented person

   A.

   B.

   C.

   D.

2. Five ways a person can usually react to a conflict situation

   A.

   B.

   C.

   D.

   E.

3. Explain the difference between wants and needs as they relate to emotional and physical well-being.

PART THREE

Directions: A) Contrast the general characteristics of a left-brained person with someone who is "right-brained." B) Which would make a better worker?

PART FOUR

Directions: Phyllis is furious with her English teacher, Mr. Claim. He sent a deficiency notice to her parents stating that Phyllis was making a "D" because of her failure to turn in completed homework assignments. Phyllis says that she has not been able to finish her homework because she gets just half through the assignment and cannot complete it because Mr. Claim never explains anything thoroughly enough. She adds that she has tried to ask for help in class, but Mr. Claim never listens. She believes that her teacher is being unfair and not helpful.

A conflict situation has developed over this in Phyllis' opinion. Using the problem-solving formula presented in this unit, list some actions that could be taken to achieve a resolution.

SELF-MANAGEMENT SKILLS

UNIT III

ANSWERS TO TEST

PART ONE

1. J
2. I
3. H
4. G
5. F
6. C
7. A
8. B
9. E
10. D

PART TWO

1. Any four of the following

   Dependability
   Punctuality
   Reliability
   Acceptance of constructive criticism/evaluation
   Personal responsibility for actions
   Tactfulness
   Positive mental attitude
   Initiative
   Pride in work
   Interest in work tasks

2. Negotiation
   Collaboration
   Avoidance
   Accommodation
   Competition

3. Wants are things we desire badly and affect our emotional well-being. Needs are things we require for our physical well-being.

PART THREE

A) Answers will vary but should include major differences as outlined on the information sheet, Section VI.

B) Both types could make good workers if matched with jobs enhancing their hemisphere-dominance strengths.

PART FOUR (Some criteria for evaluation)

I + A + C = R

1. IDENTIFY issues and actions
   Deficiency slip
   Phyllis' failure to complete homework
   Phyllis feeling wronged and misjudged
   Mr. Claim probably adhering to school policy

2. Suggest ALTERNATIVES
   Phyllis seeking help after or before class
   Arranging a meeting with Phyllis, her parents, and Mr. Claim
   Phyllis asking for help from classmates

3. Choose one alternative

4. Ask for FEEDBACK from others (parents, Mr. Claim)

5. Decide if a workable solution has resolved the conflict; if not, repeat the formula steps.

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student will be able to use time management techniques for improving efficiency and productivity to identify, prioritize, delegate, and organize work activities. This knowledge will be demonstrated by completing unit assignments and scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will:

1. Given information presented by the teacher, identify terms associated with techniques of managing time efficiently by attaining 85 percent accuracy on the Unit Test.

2. Given information presented by the teacher, make a TO DO list with items ranked according to priority and attain 85 percent accuracy on the Unit Test.

3. Given information presented by the teacher, identify delegation as it relates to task accomplishment by attaining 85 percent accuracy on the Unit Test.

4. Given information presented by the teacher, conduct a time audit to identify time-wasting actions by attaining 85 percent accuracy on the Unit Test.

5. Given information presented by the teacher, identify personal energy levels as they relate to wise management of time and attain 85 percent accuracy on the Unit Test.

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

A. Read "Unit Notes to the Teacher."

B. Provide students with objective sheet.

C. Provide students with information sheets and assignment sheets.

D. Make transparencies.

E. Discuss unit objectives.

F. Discuss information sheets and assignment sheets.

G. Give test.

II. Student:

A. Read objective sheet.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective Sheet

B. Information Sheets

1. Terms
2. Content topic outline

C. Transparency Masters

1. TM #1--Thinking about Time
2. TM #2--Profile of a Time Waster
3. TM #3--Life is Very TIME Consuming
4. TM #4--Your ENERGY Time Gears

D. Assignment Sheets

1. Assignment Sheet #1--Construct a TO DO List
2. Assignment Sheet #2--Delegating and Assigning Priorities
3. Assignment Sheet #3--Perform Time and Motion Study
4. Assignment Sheet #4--Using a Time/Energy Graph

E. Answers to Assignment Sheets

F. Test

G. Answers to Test

II. References

A. Books

1. Blanchard, Kenneth and Spencer Johnson. The One Minute Manager. Escondido, CA: Blanchard Training and Development, Inc., 1985.

2. Lakein, Alan. How to Get Control of Your Time and Your Life. New York: Signet Classics, 1974.

3. MacKenzie, R. Alec. Managing Your Time. Supplementary Notebook for University of Maine Administrators Hilltop Conference. August, 1974.

4. MacKenzie, R. Alec. The Time Trap. New York: McGraw-Hill, 1975.

B. Audio-visual Resources

1. Mackenzie, Alec. The Time Trap. West Des Moines, IA: American Media, Inc. (Training leader's guide and videocassette).

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

UNIT NOTES TO THE TEACHER

In this unit, the main emphasis of the assignment sheet activities is the concept that certain time management techniques (such as the TO DO list, segmentation of projects, delegation, prioritization) are useful everyday tools for making better use of a scarce resource--time--and accomplishing what often seems an unlimited number of things to do!

A suggestion for a supplemental activity: given a lengthy and time-consuming "pretend" task to complete (such as a major research paper or planning and implementing a large school carnival or other event), the student could be asked to identify how the task could be divided into more manageable time "chunks," what specific deadlines would be needed, or what opportunities for delegation might be available.

To further the concept of keeping a calendar and making a daily TO DO list, the tickler files used by office personnel could be explained. Most clerical practice texts contain explanations of this reminder technique.

ASSIGNMENT SHEET #1: A suggestion might be made to the students (when constructing/prioritizing their TO DO lists) to rank some easily accomplished items as "A" or "B" so that they will see progress and feel a sense of success in task completion. A rank of high priority does not necessarily mean a lengthy or difficult accomplishment.

TRANSPARENCY MASTER #3: After students have observed the time estimates allotted for different daily activities, a discussion could follow that would allow student input on whether or not they feel the time allotments given on the transparency were adequate or accurate. If they did not believe this to be true, what suggestions would they make for changing the allotments?

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

INFORMATION SHEET

I. Terms and Definitions

A. Alan Lakein--A professor in the graduate business administration program at Harvard University who is often called the "father of time management" because he was the first person to stress its importance and develop training for business and industry on the subject.

B. Chunk Theory--The process of dividing a large job into smaller parts (or "chunks") and setting mini-deadlines for each part. This process helps the work on the job flow along to completion more quickly and efficiently because the big task is separated into more easily manageable chunks and "subcompletions."

C. Delegation--The act of assigning work (and responsibility and authority to complete the work) to others. By delegating, a person can manage his/her time more effectively by letting others help in completing some of the work.

D. Pareto Principle--A theory that, in the area of human endeavor, a small amount of effort (20 percent) is usually responsible for the greatest amount of results (80 percent). This is often referred to as the 80/20 rule.

E. Prioritizing--Assigning a rank or level of timeliness and urgency to items on a list of tasks to be done.

F. Procrastination--Putting off tasks and activities until some future time. This putting off or delaying tactic usually does not eliminate the need to do the task. Often the longer the task is delayed, the more difficult or lengthy it becomes.

G. Time and Motion Study--A research and evaluative study based on observation of people performing certain tasks. Their actions (motions) are usually timed to find how long it takes to

complete the job. Then the time and motion records are analyzed and suggestions are made on how to alter the motions in order to perform them in less time and with greater efficiency and less wasted motion.

H. Time Audit--A diary-type recording activity in which specific activities are logged along with a record of the amount of time each activity required. After all the audit activities are logged, the record is analyzed to see which tasks took the greatest amount of time and which seemed to make the most efficient use of time.

I. Swiss Cheese Technique--A time management procedure developed by Alan Lakein that enables a person to get things done by first analyzing the task in terms of bits and pieces, then accomplishing the task by "punching holes" in it like Swiss cheese. For example, a term paper project that might seem like an overwhelming job can be looked at as a group of small manageable tasks (e.g., doing some research, writing an outline, composing a rough draft).

II. Let's Get Organized!--Economies of Time

A. Assessing tasks and assigning priorities

1. Determine what your goals are.

2. Keep long-term goals and deadlines in mind when planning and setting priorities.

3. Set aside a time each day for planning and setting priorities.

4. Use a system for assigning priorities, such as Lakein's ABC method.

5. Keep a list of things to be done, arranged by order of priority.

6. Concentrate on high-priority items first and stay with them until they are completed.

7. Lakein suggests asking frequently "What is the best use of my time right now?"

B. Division of labor

1. Delegating skills

a. Delegate when your high priority tasks are more than what you have time to accomplish.

b. Delegate tasks that can be done by others.

c. Make use of specialists to help with special problems.

2. The Swiss Cheese technique

a. This is a method for overcoming procrastination and taking on difficult or seemingly overwhelming high priority tasks.

b. Turn the overwhelming task into Swiss cheese by poking holes in it.

(1) The holes are "instant tasks."

(2) Make a list of possible instant tasks and then set priorities.

III. Do You Have the Time?--Time Management for Everyone.

A. Time is $.

1. Workers are paid by the hour.

2. If you waste time, your boss will think you are wasting the company's money.

B. Procrastination does not pay.

1. The task does not disappear--it usually seems to get bigger and more difficult to start or complete.

2. By procrastinating, you are assigning use for future blocks of time. You may wish to use this future time differently when it arrives.

C. Are you a time waster?

1. Some time wasters seem to run around in circles and have trouble starting or completing tasks; they are unorganized and inefficient.

2. Time wasters take on too many projects or responsibilities that they do not have time

to do. They have trouble saying no to requests.

D. Using time audit diaries

1. A small notebook that can be carried easily for logging activities (and the amount of time they consume) for later analysis.

2. Identifying energy "gears" or levels will help in performing certain types of tasks that are best suited to each gear level. For example, do difficult or distasteful tasks when in high gear, routine tasks in medium gear, and reading or relaxing tasks in low gear.

E. Lakein's TO DO list

1. Jot down ten things that need to be done today.

2. Next, beside each item on the list, assign a letter ranking according to its priority (A = top or high priority, B = routine or medium priority and C = a low priority that would be nice to complete but is not absolutely necessary).

3. Now, cross off all items on the list ranked C.

   a. These items are just bothersome and do not need to be dealt with today. If they are important, they will become B's or A's later.

   b. Life is 80 percent C's that plague our attention and efforts and are time wasters.

4. Do the A items when you are in your highest energy gear.

F. Meeting deadlines and adhering to schedules

1. Barter for more time by trading unpleasant tasks that take up too much of your priority time with someone who does not consider them as bad. In return, you will do one of his/her tasks and will probably complete it in less time because it will not be so distasteful for you to start or complete. This is a form of delegating.

2. Do two things at once to use time more efficiently, such as making a TO DO list while watching television or iron clothes while talking at home to a friend.

3. Make use of small bits and pieces of time. For example, write a letter to a friend while waiting for a doctor's appointment.

4. For difficult or lengthy projects, use the "chunk" theory. For example, if a big term paper is due:

   a. Divide the project into three or four smaller "chunks" of activities such as research, outline preparation, writing a rough draft, and revising.

   b. Set a subdeadline for each of the small chunks and strive to meet these mini-deadlines so that the entire project will be completed on time.

   c. Reward yourself by giving yourself a treat (an ice cream cone, an extra hour of television viewing, or a long distance phone call to a friend, for example).

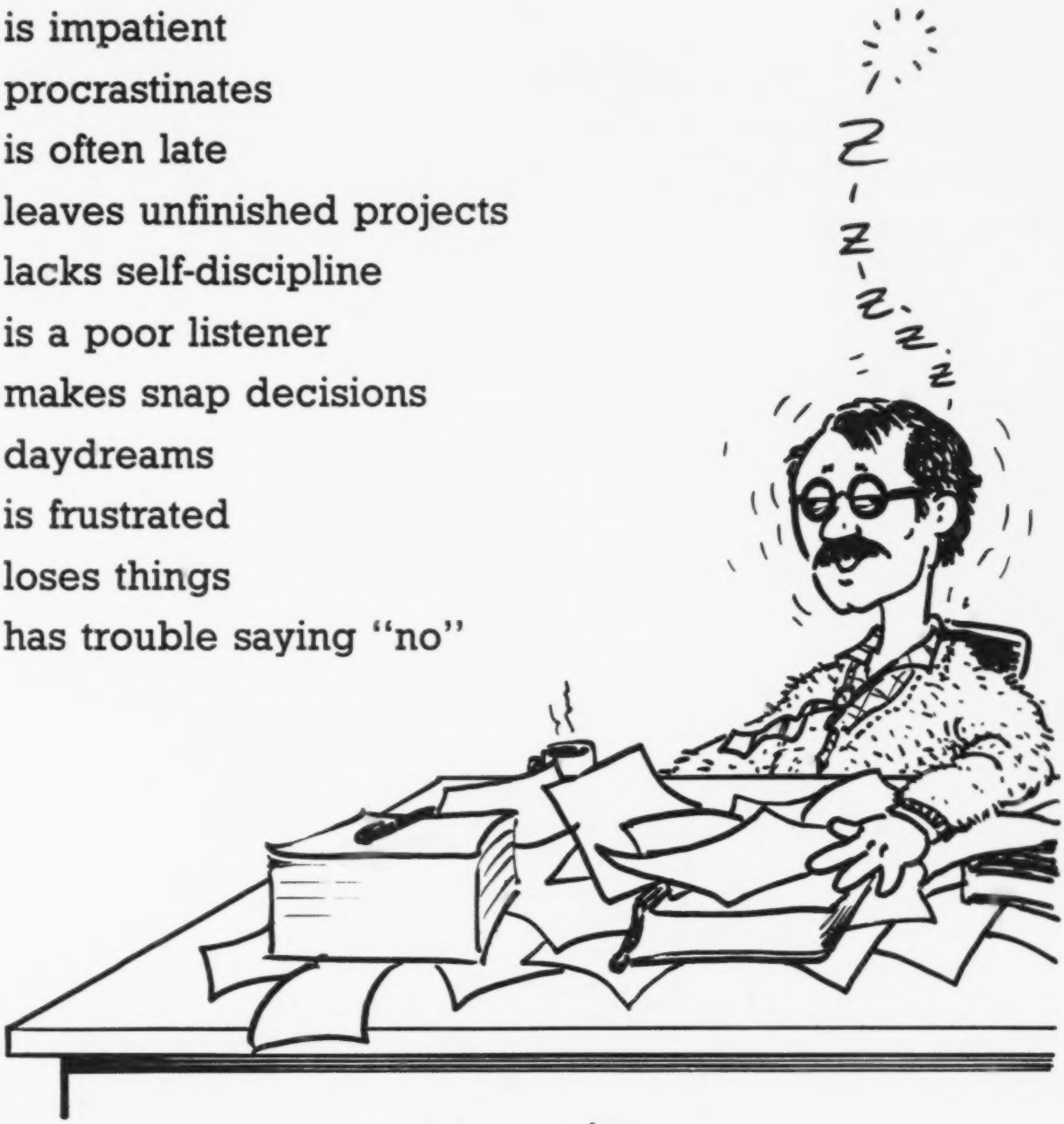
G. Remember that there will never seem to be <u>enough</u> time! The secret of effective time management is to use what pieces of time are available in an organized and efficient manner. That takes a lot of effort through planning and prioritizing.

Thinking About Time

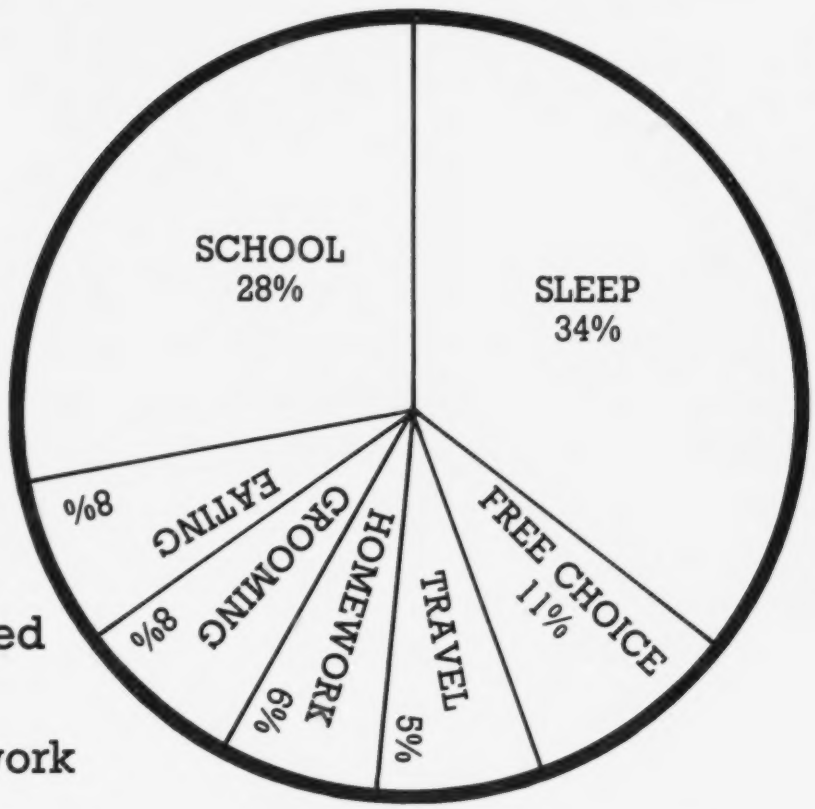
Time is a non-recyclable commodity... if it is spent, it's gone.
Time is money to your boss!
This minute, this hour... passes only once.
Control your time, and you control your life!
Time is either running away from you... or running out!

Profile of a Time Waster

- has a cluttered desk
- attempts too much at once
- waits on others
- is impatient
- procrastinates
- is often late
- leaves unfinished projects
- lacks self-discipline
- is a poor listener
- makes snap decisions
- daydreams
- is frustrated
- loses things
- has trouble saying "no"



Life is very TIME consuming...



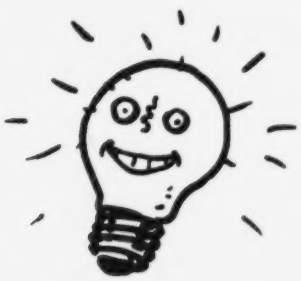
168 hours per week
-56 hours for sleep
112
-8 hours for eating
104
-46 hours for school and school-related activities
58
-10 hours for homework
48
-8 hours for dressing and grooming
40
-7 hours for travel
33 hours "free" choice
(to use for church, clubs, athletics, chores, work, leisure, hobbies, exercise, etc.)

How do *you* spend the "Time of Your Life"?

Your *ENERGY* Time Gears

HIGH GEAR

PRIME TIME



TO DO:

- all priority items
- things needing concentration
- distasteful tasks
- new activities

MEDIUM GEAR

CRUISING

TO DO:

- "people" activities
  - meetings
  - telephoning
  - talking
- routine tasks

LOW GEAR

DO NOT DISTURB

TO DO:

- avoid people
- read
- relax
- exercise/snack

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

ASSIGNMENT SHEET #1--CONSTRUCT A TO DO LIST

According to "the father of time management," Alan Lakein, making a TO DO list at the same time each day will result in more efficient use of time. In making a TO DO list, you will learn to prioritize and schedule tasks for the best use of your limited time.

Follow the directions below in sequence to construct your TO DO list.

1. On the TO DO list form provided, list 10 things that you need to get done before you go to sleep tonight.

2. Rank each item on the list in the order of its priority. Give those items that are really important a ranking of "A," those with medium priority a "B" ranking, and those that would be nice to accomplish but are not essential a ranking of "C." Mark your letter ranking to the left of each of the 10 items on your list.

3. Place a star by those items that are ranked "A" or that have a completion deadline.

4. Look at your list again. Reconsider each item that you marked "B." Try to move each "B" ranking to either a priority "A" (I will not go to sleep until I complete it) or a "C" (it would be nice if I could get it done, but I will not lose sleep over it).

5. For each "A" item, write at least one action step or achievement goal that you must do in order to complete the item. (For example, if you are running for class president and your campaign poster must be turned in to the office tomorrow morning, buying poster board to make the posters might be an action step for today.)

6. Cross out each item on your list with a rank of "C." The reason for this, says Lakein, is that you really do not have to lose sleep over "C" items. They will either not matter by tomorrow or will take on greater importance as each day passes and become "B" or "A" items (and you can deal with them at that time).

7. As you look at your list, tackle only those items marked "A." Do those items marked "*A" first, since these had specific actions written for their completion.

(NOTE: Lakein states that most of our time is spent trying to accomplish "C" tasks that do not really matter. By using his TO DO list, you easily notice those items that could be ignored for the time being and spend your precious time on "A" tasks that have specific ways to accomplish them and deadlines.

Learning how to prioritize helps you analyze how you are going to spend that valuable non-recyclable resource--TIME.)

Things **TO DO**

DATE _____ **RANK**

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____
10. _____ _____

NAME_____

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

ASSIGNMENT SHEET #2--DELEGATING AND ASSIGNING PRIORITIES

DIRECTIONS: The purpose of this activity is to develop skills in assigning priorities to common tasks. You will also learn how to identify opportunities for delegating responsibilities in order to use your limited time more efficiently.

Below is a list of some jobs and TO DO items that you might encounter in your daily life. Read through the list and:

(1) Rank each item according to importance by assigning a number value, with number 10 being the highest priority item and number 1 the lowest.

(2) Write the names of specific persons who could help you complete each task in the delegation column beside the task.

There are no right or wrong answers. Your solution to this activity is based on your personal view of the item's priority, importance, and possibility for delegation to someone else. When you are finished, the class will compare solutions and discuss the reasons behind them.

(Note: For the items below assume that it is now noon on Monday, October 1.)

	ACTIVITY/TASK	PRIORITY RANK	DELEGATED	TO WHOM
1.	Organize and call a committee of classmates on the Student Activity Council to plan the All-School Halloween Mixer that will be held October 31.			
2.	Go to the library to begin research on the term paper due October 15 that Miss Drake assigned you last week in history.			

	ACTIVITY/TASK	PRIORITY RANK	DELEGATED	TO WHOM
3.	Stop by the grocery store to pick up the milk for your family dinner tonight that your mother reminded you about this morning at breakfast.			
4.	Finish your math homework for next hour's class with Mr. Pink.			
5.	Telephone Bret, Mary, and Amy to arrange for a ride for yourself to and from the football game this Friday night.			
6.	Talk to several of your pals to see if they can fix you up with a date for Saturday night.			
7.	Buy your kid sister a birthday present for her ninth birthday, which is tomorrow.			
8.	Drop by your cousin's house to pay him back the $5 you borrowed last week to buy an album.			
9.	Finish the rough draft of your English theme that is due by this Thursday.			
10.	Arrange to have your English theme typed.			
11.	Go see your class advisor concerning next semester's course schedule.			
12.	Remind your mother to pick up your sweaters at the dry cleaner.			

	ACTIVITY/TASK	PRIORITY RANK	DELEGATED	TO WHOM
13.	Ask your father if you can borrow the car on Saturday.			
14.	Stop by the dime store to buy some crepe paper to decorate the family car for the football pregame parade on Friday afternoon.			
15.	Make an appointment to have your hair cut before the weekend.			

NAME_____

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

ASSIGNMENT SHEET #3--TIME AND MOTION STUDY

Directions: Observe someone in your household preparing a meal. As you observe the meal preparation from beginning to end, keep track of the time it takes to (1) set the table, (2) do initial food preparation set-up, (3) cook the meal, and (4) put the prepared meal on the table to eat. In addition to timing these four basic segments, analyze the individual's movements in the kitchen. Then make a list of suggestions on how to save time and motion in preparing a meal.

Complete the form below for your study:

NAME(S) OF PERSON(S) OBSERVED:_____

DATE OF OBSERVATION:_____

TIME OBSERVATION STARTED:_____ TIME ENDED:_____

MENUS FOR MEAL PREPARED DURING OBSERVATION:

_____

1. SETTING THE TABLE	TIME STARTED/ENDED	
Getting out dishes		
Getting out flatware		
Getting out napkins, place mats		
Getting out salt and pepper		
Doing miscellaneous items or tasks		

2. SETTING UP FOR MEAL PREPARATION		
Getting out ingredients		
Getting out recipe		
Getting out cooking utensils		
Getting out pots and pans		

	TIME STARTED/ENDED	
Getting out spices, condiments		
Getting out needed appliances		

3. COOKING AND MEAL PREPARATION

Using stove		
Using oven		
Using microwave		
Using small appliances		

4. PUTTING MEAL ON THE TABLE

Getting out serving dishes		
Transferring food to dishes		
Taking food to table		
Other activities/motions		

TOTAL TIME

SUGGESTIONS FOR MORE EFFICIENT PREPARATION:

NAME_____

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

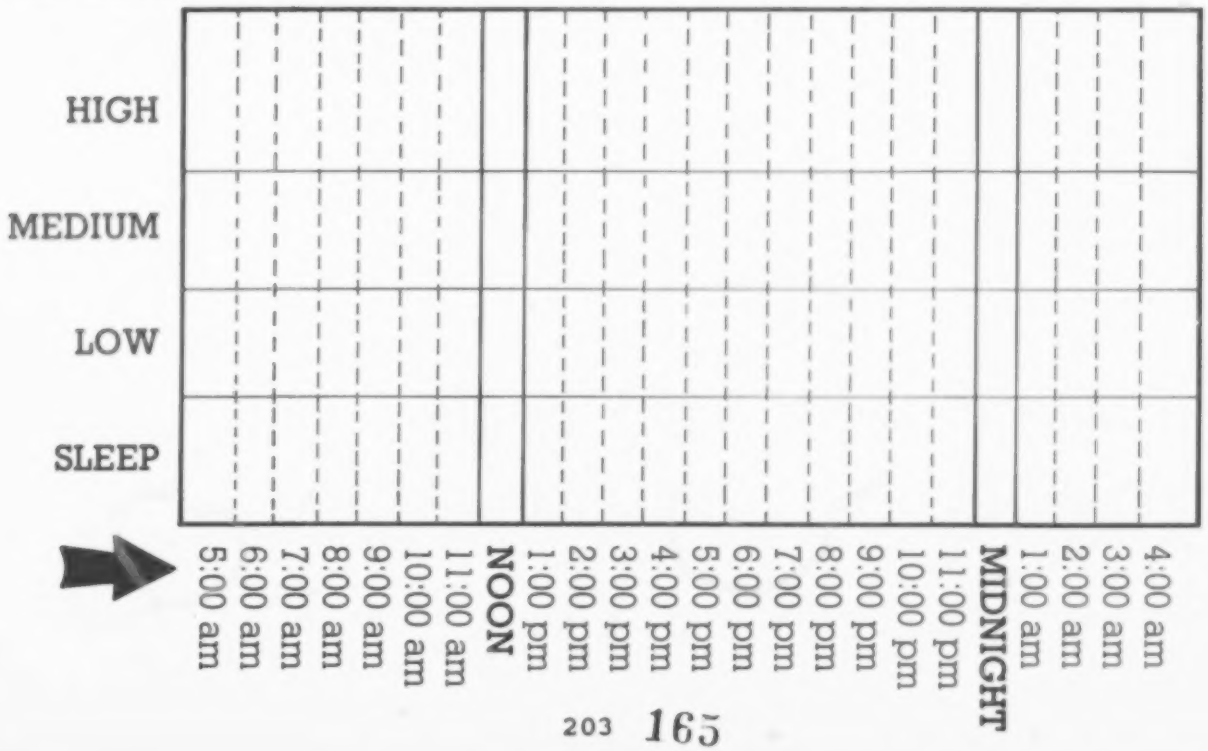
ASSIGNMENT SHEET #4--USING A TIME/ENERGY GRAPH

Directions: Are you a "night person?" Like the owls, are you most active and lively when the sun has set? Or are you a "morning person?" Do you rise with the sun like the larks, singing and ready to go?

Follow the steps below to plot your energy levels. This will indicate when you are at your sharpest and most alert. Then you will be given some suggested activities for each of your different energy "gears" so that you will make more efficient and productive use of your time at each energy level.

1. The graph below shows the three basic levels of energy a person may experience during the day. The horizontal axis is divided into the hours of the day. Start a line graph at the time you normally awake during a weekday. Your starting point, upon awakening, will begin at the sleep energy level. Then, thinking about how alert and energized you are at each hour of the day, plot a line graph to show your movement through the different levels during a typical day.

ENERGY LEVELS:



Now that you have identified your high and low energy levels, use the suggestions and form below to list three activities you should try to accomplish when you are in each gear.

TO DO when you're in HIGH/PRIME TIME gear:
- *any task that requires a lot of concentration
- *any task on your TO DO list with an A ranking
- *any distasteful tasks
- *any new or unusual tasks

TO DO when you're in MEDIUM/CRUISING gear:
- *be around people
- *attend meetings
- *do necessary telephoning
- *do routine tasks

TO DO when you're in LOW/DO NOT DISTURB gear:
- *read
- *exercise
- *eat a high-protein snack
- *do something relaxing
- *avoid being around people

MY HIGH/PRIME TIME GEAR	TIME OF DAY/NIGHT	ACTIVITIES TO DO
MY MEDIUM/CRUISING GEAR		
MY LOW/DO NOT DISTURB GEAR		
MY SLEEP/ZZZZZZZ GEAR		

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Answers will vary. Student may be given credit for participation.

ASSIGNMENT SHEET #2 (Suggestions for ranking and delegation)

Activity	Rank	Delegated	To Whom
1.	14	yes	classmates
2.	2	no	
3.	6	maybe	kid sister
4.	1	no	
5.	10	no	
6.	12	no	
7.	5	maybe	parent
8.	13	maybe	kid sister
9.	3	no	
10.	4	no	
11.	15	no	
12.	7	no	
13.	11	no	
14.	9	yes	classmates
15.	8	maybe	mother

ASSIGNMENT SHEET #3

Answers will vary; evaluated to the satisfaction of the teacher.

ASSIGNMENT SHEET #4

Answers will vary. Student may be given credit for participation.

NAME_____

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

TEST

PART ONE

Directions: Fill in the blanks in the statements with the correct term from the list below. There are nine terms, but only eight blanks. Do not use any term more than once.

A.	Alan Lakein	F.	Procrastinating
B.	Chunk Theory	G.	Time and Motion Study
C.	Delegating	H.	Time Audit
D.	Pareto Principle	I.	Swiss Cheese Technique
E.	Prioritizing	J.	Alan Priazzo

Doug had a science project due next month. This seemed like an almost overwhelming task for him to complete on time. At first, he put off getting started by 1._____. But of course, the assignment didn't disappear and the deadline got closer!

He thought about letting his mother help him with some parts of the project by 2._____ certain tasks to her. However, his conscience would not let him do this (and probably neither would his mother)!

Doug thought, "I wonder what the father of time management, 3._____, would do in this instance?" "Of course, I could use his own 4._____, or I could divide this project into more manageable parts by applying the 5._____."

Deciding that he needed to do some 6._____, Doug made a TO DO list and ranked each item by order of importance.

After that, he realized that the 7._____ would probably be in effect, because 80 percent of his results would come from 20 percent of his efforts.

Doug finally got started on his project and kept a 8._____, or diary, to record how long it took him to complete each step of the science project.

PART TWO

Directions: Read through the case study of Shannon that follows. Then, analyze Shannon's use of time and give her at least ten suggestions for better managing her time.

* * * *

It had really been a rotten day for poor Shannon. It was now 10:30 p.m. and she was almost in tears. She still had not finished her homework, she had not gone to the library to start her research for her term paper, her hair still needed to be washed, and she had broken a fingernail besides!

Her day started off in a bad way, she reflected, when she had forgotten to set her alarm to wake her up a little bit earlier than usual, so that she would have time before school to practice her piano for the big recital this weekend.

As the alarm rang, she jumped up (not having time to make her bed as her mother was always nagging her to do) and went into a wild frenzy trying to figure out what she wanted to wear that day. She could not find her shoes, the red hair ribbon she needed, or her purse!

After throwing on her clothes, she raced to the kitchen (not having time for breakfast, even though she was hungry) to make her sack lunch, grab her books, and race out the door.

Once Shannon had arrived at school, things had not gone much better. She was late to three of her classes. Of course, it was not her fault that her friends stopped her in the hallway to chat! She had not remembered to do one small assignment in English and had done the wrong assignment in Algebra.

She worried and stewed all day about getting to the library after school to start work on her term paper. But then she ended up attending a Student Council meeting after school instead. She kept looking at her watch during the meeting hoping that she would still have time for the library before it closed, only to discover that she had failed to wind her watch!

Rushing home for dinner, she had become angry with her mother when she was reminded that part of her daily chores (feeding the dog and setting the dinner table) had not been done and needed to be accomplished immediately!

After dinner, she had five telephone calls from schoolmates to whom she <u>had</u> to talk. Now she was really wearing out and still had a million things to do and it was 10:30 p.m! Where had the time flown? Why hadn't she been able to get anything done? Poor Shannon--she felt as if she were always running in circles and getting nowhere!

How can you help Shannon? List below and describe your ten suggestions for helping Shannon manage time.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

EFFICIENCY FOR GREATER PRODUCTIVITY

UNIT IV

ANSWERS TO TEST

PART ONE

1. F
2. C
3. A
4. I
5. B
6. E
7. D
8. H

PART TWO

1. Wash her hair in the afternoon when she first arrives home from school and is probably in low gear.
2. Set her alarm each night and reset it for a wake-up at least 15 minutes earlier. This gives extra time for the unexpected things that can happen (broken fingernail, lost shoes, etc.)
3. Setting her alarm will also give her time to make her bed so her mother will not nag her.
4. On her TO DO list, particularly for this week, schedule in a time for piano practice and make it an "A" priority.
5. Schedule her before-school activities so that having time to eat breakfast is a priority, especially since she seems to be hungry in the mornings.
6. If she is late to class, while passing friends that want to chat, keep on walking, but briefly explain that she is running late and will talk later. But keep on moving down the hall!

7. Keep track of assignments and activities by noting them in a small spiral notebook that she can carry in her purse. She also needs to make a TO DO list each day that can be kept in the spiral notebook.

8. Keep a small purse calendar for recording the times of all committee and club meetings. That will help her in allocating her after-school hours, in remembering when she has Student Council meetings, and in keeping track of her free time for study in the library or other activities.

9. Each night as she sets her alarm, she also should wind her watch for the next day.

10. Schedule in the household chores she is expected to do. Put them on the TO DO list as a priority "A" item.

11. After dinner, talk on the telephone only after all homework is completed and after jobs that need to be done before the next morning are completed. In other words, make talking on the telephone a "C" priority on the TO DO list and make it the last thing she does before going to bed.

12. Set out purse, shoes, and school books at a place near the front door so they will be ready to grab as she leaves in the morning.

13. In the evening, decide on and set out exactly what she wants to wear the next day. The next morning be sure to stick with this choice of clothes!